GRAMMAR and ANALYSIS
MADE EASY AND ATTRACTIVE
— BY DIAGRAMS —

F. V. IRISH.

772

3d

Mary McKnight

GRAMMAR AND ANALYSIS

MADE EASY AND ATTRACTIVE

BY

DIAGRAMS

CONTAINING ALL THE DIFFICULT SENTENCES OF HARVEY'S GRAMMAR DIAGRAMMED, ALSO, MANY DIFFICULT SENTENCES FROM OTHER GRAMMARS; DESIGNED FOR BOTH TEACHERS AND PUPILS

BY

FRANK V. IRISH, A.M.

Lecturer, and Instructor in Teachers' Institutes. Professor of English Language and Literature in State Normal School, Lock Haven, Pa.

"That which strikes the eye lives long upon the mind;
The faithful sight engraves the knowledge with a beam of light"

VAN ANTWERP, BRAGG & CO.

CINCINNATI *NEW YORK*

ECLECTIC EDUCATIONAL SERIES.

Valuable books especially recommended for Teachers' Libraries; for use at Institutes; and by Reading Circles.

Single Sample Copies, *for examination with a view to first introduction, sent post-paid, by mail, on receipt of the price annexed.*

Supplies *will be sent by express or freight on receipt of the price; if ordered by mail, add one sixth for postage and mailing.*

	PRICE
Henkle's Test Spelling Book	$0 25
Ray's New Test Examples in Arithmetic,	35
Ray's Test Problems in Algebra	50
White's Oral Lessons in Number	60
Long and Mickleborough's Language Exercises. Teacher's Edition	50
Smith's English Literature	1 20
Eclectic History of United States	1 00
Ridpath's Acad. History United States	1 20
Thalheimer's Ancient History	1 60
Thalheimer's Med. and Modern History	1 60
Thalheimer's General History	1 20
Thalheimer's History of England	1 00
Eclectic Historical Atlas and Charts	1 00
Eclectic Complete Geography, State Ed	1 20
Schuyler's Psychology	1 40
Andrews's Manual of the Constitution	1 00
Gregory's Political Economy	1 20
Gow's Morals and Manners	1 00
Bigsby's First Lessons in Philology	50
White's Common School Register	80
White's Graded School Register	80
White's Pupil's Daily Record	08
Standard Register of Attendance and Deportment	80
Hand Book New Eclectic Penmanship	50
Eclectic Complete Book-keeping	50
Key to Eclectic Book-keeping	50
Eclectic Book-keeping Blanks	50

	PRICE
Hailman's Kindergarten Culture	$0 60
Hailman's Lectures on Hist. of Pedagogy	60
Payne's School Supervision	1 00
How to Teach: A Manual of Methods	1 00
Ogden's Science of Education	1 00
Ogden's Art of Teaching	1 00
Ritter's Comparative Geography	1 00
Ritter's Geographical Studies	1 00
Doerner's Treasury of General Knowledge, Part I	50
Doerner's Treasury, Part II	65
Eclectic Question Book, or New Examiner	50
Smart's Manual of Free Gymnastics	15
Krusi's Life of Pestalozzi	1 20
Hewett's Pedagogy	1 00
Peaslee's Selections for Memorizing	50
Cole's Institute Reader	80
Kidd's Rhetorical Reader	1 00
Murdoch's Analytic Elocution	1 00
Murdoch's Plea for Spoken Language	1 00
Kidd's New Elocution	1 00
McGuffey's Juvenile Speaker	40
McGuffey's Eclectic Speaker	80
Venable's School Stage	80
Venable's Amateur Actor	1 00
Venable's Dramas and Dramatic Scenes	1 00
Venable's Dialogues and Plays, 30 No's, each	07

∴ *Complete Descriptive Catalogue and Price List of the Eclectic Educational Series sent free on application to the Publishers.*

COPYRIGHT, 1884, BY F. V. IRISH.

ECLECTIC PRESS:
VAN ANTWERP, BRAGG & CO.

PREFACE.

TO diagram a few easy sentences, as our grammars do, does not satisfy the needs of either the teacher or the pupil. A more complete work on diagramming is demanded: one that presents a great variety of construction, and grapples the difficulties and intricacies of the "English Sentence." Again, many systems of diagrams now in use are either too complicated for practical purposes, or do not truthfully picture the offices and relation of the different elements in a sentence. Whether the element is co-ordinate with or subordinate to another element should be clearly shown by the diagram. If an element is a modifier, the diagram should be so drawn that it shows *just* what it modifies. If an element modifies a part of the predicate, or a part of a phrase, the lines should be so drawn as to indicate that it modifies a certain word or group of words, and not the entire predicate or phrase. Finally, the diagram should *picture* with great clearness the office of connectives, especially the double office of conjunctive and relative adverbs, and relative pronouns.

By permission, I have used Prof. W. F. L. Sanders's system of diagrams, with the following changes, which I think to be improvements:

A different use of the dash; first, to separate the copula and attribute; second, to separate the preposition and its object; but *never* to separate a verb and its auxiliary. A different position of the introductory conjunction, expletive adverb, and an adverb modifying a separable phrase. The parsing of difficult words is indicated by the use of Arabic figures, placed under or over the words, and referring to the rules in Harvey's Grammar.

The very favorable reception of the author's small work, published some time ago, and the large number of flattering notices and testimonials from State Superintendents and other prominent educators, and from leading educational journals, are unmistakable evidences of the popularity of this system.

The **utility** of diagrams in teaching grammar and analysis is shown by the same process of reasoning by which we show the utility of Geometrical Diagrams in teaching Geometry; Maps, in teaching Geography; or Figures, in teaching Arithmetic. By diagrams an abstract truth is made tangible; the eye is permitted to assist the mind; and, in the language of the poet,

> "Things that address the ear are lost and die in one short hour,
> But that which strikes the eye lives long upon the mind:
> The faithful sight engraves the knowledge with a beam of light."

The study of grammar can be made just as interesting as the study of arithmetic if the same means are employed. The child loves to *see* and *do*. In this respect more advanced pupils, and even teachers themselves, are but children a little older grown.

The **improved straight-line system** of diagrams presented in this work is eminently *natural* and *practical;* it is peculiarly simple in its elements and laws; it gives the clearest view of a sentence as a whole; it saves time in teaching grammar and analysis, and makes these branches the delight of pupils; it adapts the study of grammar and analysis to the taste and capacity of the pupil. Hon. A. J. Russell, Superintendent of Public Instruction of the State of Florida, sums it up thus: "I consider it of great help to the teacher and positive good to the pupil, in that it relieves the study of grammar of that which makes it so universally repulsive to young pupils, and creates an interest novel and pleasing, while it gives a knowledge of the use of language the old methods are slow to impart."

TO TEACHERS.

YOU will do me the greatest kindness by communicating directly to me any errors you notice in this work, or any criticisms or suggestions you may desire to offer concerning it. This book is not to take the place of the books on grammar and analysis, but is to be used with them, and even before they are needed in the class-room. If possible, put it into the hands of every pupil who studies these branches. By the skillful use of blackboard and slates or paper, the study of grammar and analysis may be made interesting and attractive to the dullest pupils. Too much *technical* and not enough *practical* grammar has been taught in our schools. *Practical* grammar, in the form of correct speech, should be taught even before the child enters the school-room. Language lessons follow as soon as the pupil can read and write. In these lessons in sentence-building, punctuation and the use of capitals are to form an important feature. The analysis of simple sentences, using diagrams to interest and please, as well as to teach accuracy of thought, should be introduced at an early age; certainly, before technical grammar is taught. For, "Parsing without a preceding analysis can lead but to a very imperfect knowledge of the organical structure of sentences." Gems of thought and sentences from the best authors should be selected for these exercises in analysis; thus leading the children by delightful paths up to an appreciation and even a *love* for our standard literature, the *real* grammar of the language.

The acknowledgments of the author are due for much encouragement and many valuable suggestions from former pupils, friendly teachers and superintendents, as well as from leading educators and authors. These highly esteemed favors are appreciated, and will not be forgotten.

Actuated by a desire to make the labor of the teacher and student of grammar and analysis a "delightful task," the author humbly sends this work forth on its mission.

F. V. I.

LIMA, O., *March* 9, 1885.

INDEX.

	PAGE
Outline,	6
Nouns,	9
Adjectives,	9–11
Pronouns,	11–17
Nouns, Pronouns, and Adjectives,	17–20
Participles,	21, 22
Verbs,	23–25
Nouns, Pronouns, Adjectives, and Verbs,	26–28
Adverbs,	29, 30
Prepositions,	30, 31
Conjunctions,	31–33
Interjections,	34, 35
Miscellaneous Sentences for Parsing,	35–44
Syntax, showing all kinds of Elements,	45–69
Abridged Sentences,	70, 71
Miscellaneous Sentences to be Analyzed,	72–85
Sentences illustrating Rules for Parsing,	85–102
Infinitives,	93–97
Subordinate Connectives,	100, 101
Miscellaneous and Difficult Sentences,	102–113
Difficult Sentences from other Grammars,	113–118

THE ENGLISH SENTENCE.

- I. Definition.
- II. Kinds, ...
  - 1. As to rank,
    - 1. Principal.
    - 2. Subordinate.
  - 2. As to form,
    - 1. Simple.
    - 2. Complex.
    - 3. Compound.
  - 3. As to use, .
    - 1. Declarative.
    - 2. Interrogative.
    - 3. Imperative.
    - 4. Exclamatory.
- III. Elements, .
  - 1. As to rank,
    - 1. Principal,
      - 1. Subject.
      - 2. Predicate.
        - 1. Copula, . .
          - 1. Pure.
          - 2. Impure.
          - 3. Complex.
        - 2. Attribute.
    - 2. Subordinate,
      - 1. Adjective.
      - 2. Objective.
      - 3. Adverbial.
  - 2. As to form,
    - 1. Simple.
    - 2. Complex.
    - 3. Compound.
  - 3. As to class,
    - 1. First class,—a single word.
    - 2. Second class,—a phrase.
    - 3. Third class,—a clause.
  - 4. Attendant.
- IV. Connectives,
  - 1. Co-ordinate, (conj.)
    - 1. Copulative.
    - 2. Adversative.
    - 3. Alternative.
    - 4. Illative.
  - 2. Subordinate,
    - 1. Subordinate Conjunctions.
    - 2. Relative Pronouns.
    - 3. Conjunctive and Relative Adverbs.
- V. Synthesis.
- VI. Analysis, . .
  - 1. Kinds, . . .
    - 1. Diagram.
    - 2. Oral.
    - 3. Written.
  - 2. Steps, ...
    1. Read the sentence.
    2. Describe the sentence, ...
       - 1. As to form,
         - 1. Simple.
         - 2. Complex.
         - 3. Compound.
       - 2. As to use,
         - 1. Declarative.
         - 2. Interrogative.
         - 3. Imperative.
         - 4. Exclamatory.
    3. If complex, point out the principal and subordinate clauses.
    4. Name the complex subject.
    5. Name the simple subject.
    6. Point out the modifiers and describe them, . .
       - 1. As to form,
         - 1. Simple.
         - 2. Complex.
         - 3. Compound.
       - 2. As to office,
         - 1. Adjective.
         - 2. Objective.
         - 3. Adverbial.
       - 3. As to class,
         - 1. First class.
         - 2. Sec'd class.
         - 3. Third class.
    7. Name the complex predicate.
    8. Name the simple predicate.
    9. If necessary, name copula and attribute.
    10. Point out the modifiers of the simple predicate and describe them.
    11. Name and describe the attendant elements and the pure connectives.

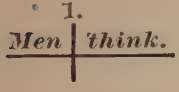
DIAGRAMS AND EXPLANATIONS.

A diagram is a picture showing the offices and relations of the different parts of a sentence.

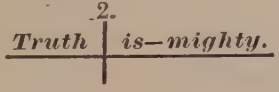
The five elements of a sentence are shown thus:

EXPLANATION.—The principal elements, the subject and predicate, are placed on a heavy line to show their importance in the sentence. They are placed on the same horizontal line to show that they are equal in rank. The adjective, objective, and adverbial elements are placed on light lines to show that they are *modifiers* of the principal elements, and *below*, to show that they are subordinate.

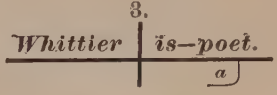
1. Men think.



2. Truth is mighty.

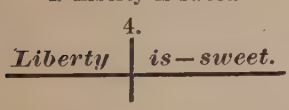


3. Whittier is a poet.

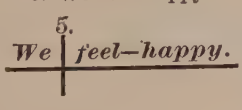


EXPLANATION.—These three sentences are given to show the three kinds of predicates. The first tells what the subject does; the second tells what quality it possesses; the third tells what it is. In the first sentence, the predicate may be modified by an objective or adverbial element, or both. In the second sentence, "*is*" and "*mighty*" may each be modified by an adverbial element. In the third sentence, the verb, or copula, may be modified by an adverbial element, and the noun, or attribute, may be modified by an adjective element.

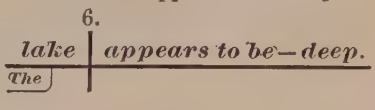
4. Liberty is sweet.



5. We feel happy.

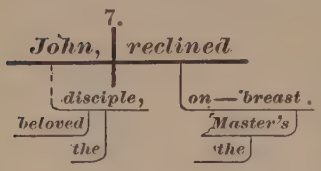


6. The lake appears to be deep.



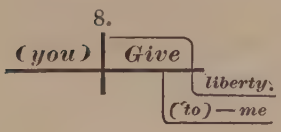
EXPLANATION.—These three sentences are given to show the three kinds of copulas; "*is*" is a pure copula; "*feel*" is an impure copula, and "*appears to be*" is a complex copula. "*Sweet*," "*happy*," and "*deep*" are predicate adjectives.

7. John, the beloved disciple, reclined on the Master's breast.

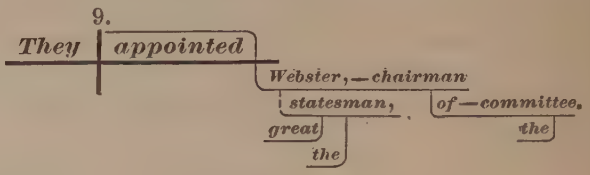


Explanation.—Sentence 7 is given to show the four kinds of adjective elements: definitive, descriptive, apposition, and possession. The first two kinds are always adjectives; the second two, apposition and possession, are always nouns or pronouns. In sentence 7, "*the*" is definitive, "*beloved*" is descriptive, "*disciple*" denotes apposition, and "*Master's*" is an adjective element of possession.

8. Give me liberty.

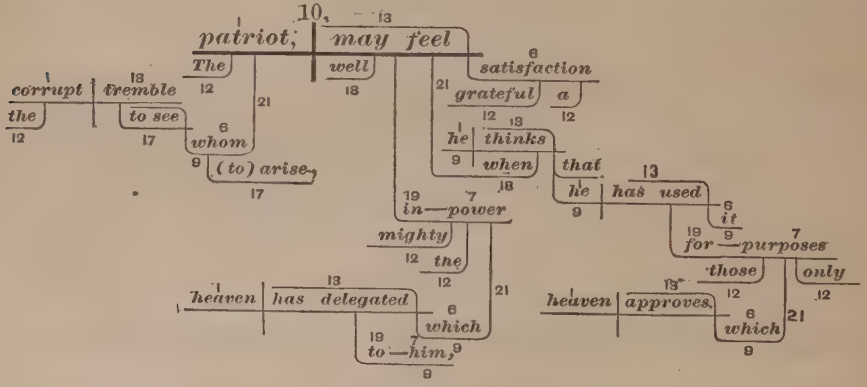


9. They appointed Webster, the great statesman, chairman of the committee.



Explanation.—In sentence 8 is shown the direct and the indirect object; "*liberty*" is the direct and "*me*" the indirect object. In sentence 9 is shown the double object, or the primary and the attributive object; "*Webster*" is the primary object, and "*chairman*" the attributive object. When the sentence is changed to the passive form, "*Webster*" becomes the subject, and "*chairman*" nominative in the predicate with the passive verb "*was appointed.*"

10. The patriot, whom the corrupt tremble to see arise, may well feel a grateful satisfaction in the mighty power which heaven has delegated to him, when he thinks that he has used it for those purposes only which heaven approves.



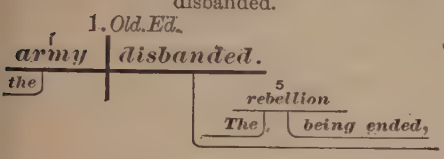
Note.—In sentence 10, "*that*" is a subordinate conjunction, and introduces the objective clause. See Harvey's Grammar, page 186. (Revised Edition.)

Explanation.—A line for a word modifier is turned to the left or the right, according as the word precedes or follows that which it modifies. Turn the line for a phrase modifier

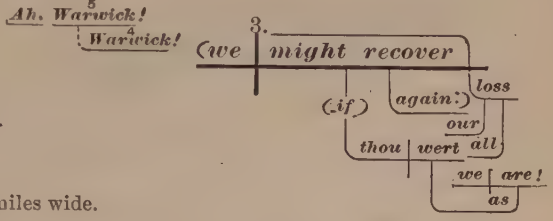
always to the right. The line connecting a clause may be turned either to the right or the left. The figures over or under the words refer to the rules for parsing the words according to Harvey's Grammar. It requires two rules to parse any pronoun, and a relative requires three. A dotted or broken line always denotes apposition. I suggest to teachers and examiners that this system of diagramming and marking the rules is an excellent abbreviated form of analysis and parsing. The rules of any grammar may be used.

SENTENCES FROM HARVEY'S GRAMMAR, page 42. (Old edition, page 36.)

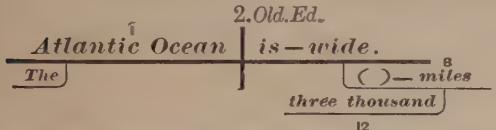
1. The rebellion being ended, the army disbanded.



3. Ah, Warwick! Warwick! wert thou as we are!



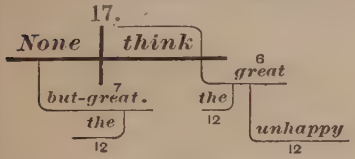
2. The Atlantic Ocean is three thousand miles wide.



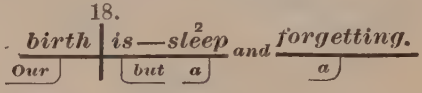
NOTE.—"*Rebellion*" is in the absolute case with the participle "*being ended.*" "*The rebellion being ended*" is an abridged proposition, and modifies "*disbanded.*" The first "*Warwick*" is in the absolute case by exclamation; the second "*Warwick*" is in apposition with the first "*Warwick.*" "*Miles*" is in the objective case without a governing word.

Harvey's Grammar, page 53. (Old edition, page 48.)

17. None think the great unhappy but the great.—*Young.*

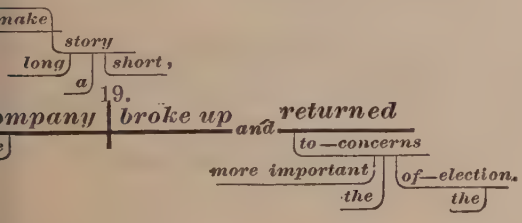


18. Our birth is but a sleep and a forgetting.—*Wordsworth.*

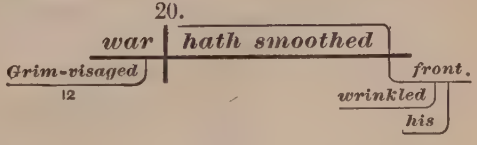


NOTE.—"*But*" is a model adverb="*merely.*" Some authors parse "*but a*" as an adjective.

19. To make a long story short, the company broke and returned to the more important concerns of the tion.—*Irving.*

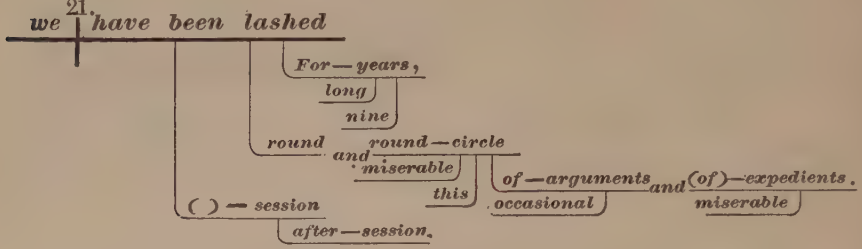


20. Grim-visaged war hath smoothed his wrinkled front.—*Shakespeare.*



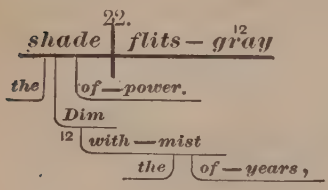
NOTE.—In the sentences not diagrammed, "*quiet*," "*secluded*," "*sad*," "*lonely*," "*green*," "*bright*," "*joyful*," and "*rare*" are predicate adjectives. "*To make a long story short*" is a complex attendant element. "*Broke up*" is a compound verb; "*up*" may be parsed as an adverb.

21. For nine long years, session after session, we have been lashed round and round this miserable circle of occasional arguments and miserable expedients.—*Burke.*

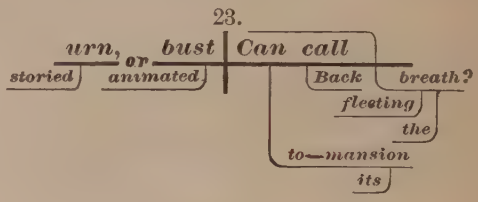


NOTE.—"*Round and round*" is a compound preposition.

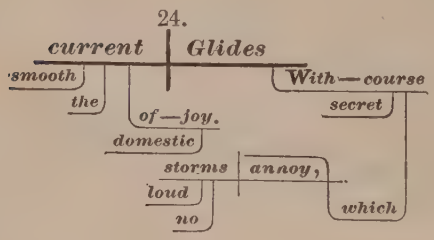
22. Dim with the mist of years, gray flits the shade of power.—*Byron.*



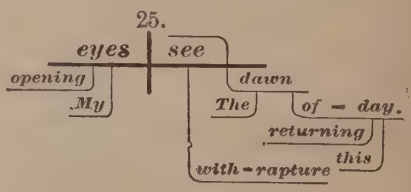
23. Can storied urn, or animated bust
Back to its mansion call the fleeting breath?—*Gray.*



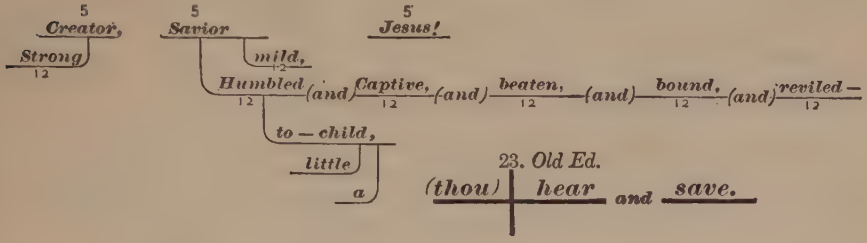
24. With secret course which no loud storms annoy,
Glides the smooth current of domestic joy.
—*Johnson.*



25. My opening eyes with rapture see
The dawn of this returning day.

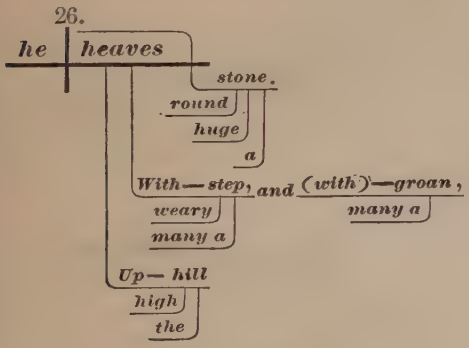


23. Strong Creator, Savior mild,
Humbled to a little child,
Captive, beaten, bound, reviled—
Jesus! hear and save.

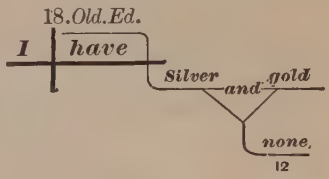


NOTE.—Sentence 23 is a simple imperative sentence with a compound predicate. This sentence is preceded by three attendant elements. In sentence 26, "*many*" and "*a*" may be parsed as separate adjectives.

26. With many a weary step, and many a groan,
Up the high hill he heaves a huge round stone.—*Pope.*

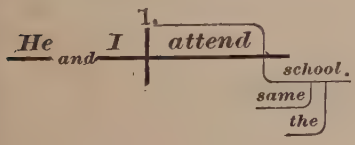


18. Silver and gold have I none.

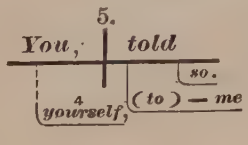


Harvey's Grammar, page 62. (Old edition, page 55.)

1. He and I attend the same school.

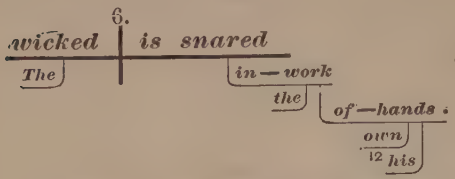


5. You, yourself, told me so.

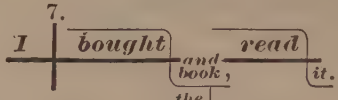


NOTE.—Some grammarians would parse "*me*" as the direct object of "*told.*"

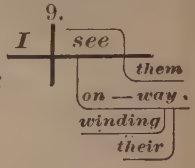
6. The wicked is snared in the work of his own hands.



7. I bought the book, and read it.



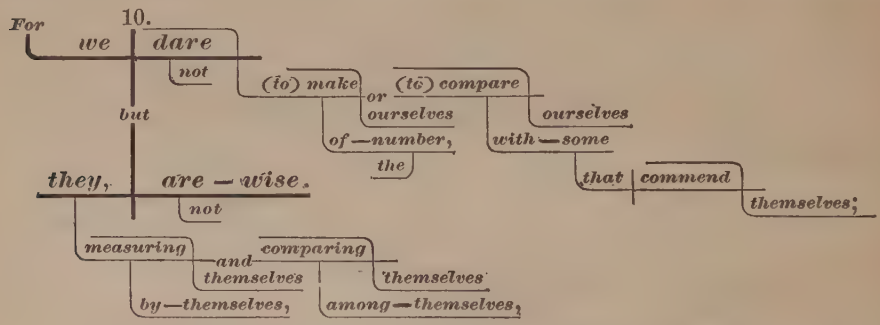
9. I see them on their winding way.



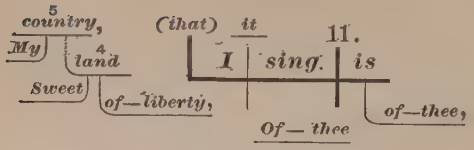
NOTE.—If "*his*" and "*own*" are parsed together, they should be placed on the same line.

ANALYSIS.—Sentence 7 is a simple declarative sentence with a compound predicate. "*I*" is the simple subject, unmodified; "*bought the book and read it*" is the complex compound predicate; "*bought and read*" is the simple compound predicate; "*bought,*" the first member, is modified by "*the book,*" a complex objective element of the first class; "*book*" is the basis modified by "*the,*" a simple adjective element of the first class. "*Read,*" the second member of the si nple compound predicate, is modified by "*it,*" a simple objective element of the first class. "*And*" connects "*bought*" and "*read.*"

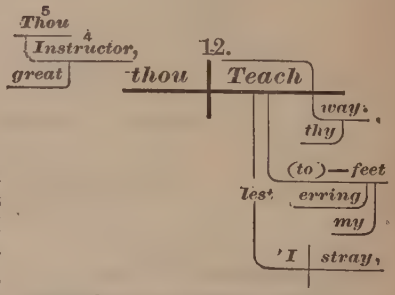
10. For we dare not make ourselves of the number, or compare ourselves with some that commend themselves; but they, measuring themselves by themselves, and comparing themselves among themselves, are not wise.



11. My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing.



12. Thou great Instructor, lest I stray,
Teach thou my erring feet thy way.

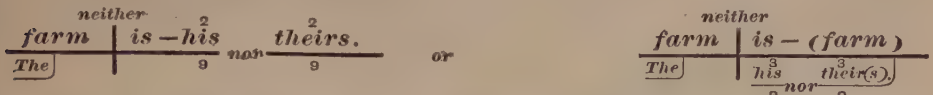


NOTE.—Sentences 2, 3, 4, and 8 are very simple, and are not diagrammed. In sentence 2, "*book*" is the direct and "*sister*" the indirect object of the verb "*gave.*" I prefer to call the indirect object the object of the preposition "*to,*" understood. In sentence 3, "*to-day*" is a noun in the objective case without a governing word, or an adverb modifying "*have seen.*" In sentence 10, "*for*" is an introductory conjunction; "*that*" is a relative pronoun. In sentence 11, "*my country, sweet land of liberty,*" is a complex attendant element; "*land*" is in

apposition with "*country.*" "*It*" is an expletive, and "(*that*) *I sing*" is the subject of the sentence; or make "*it*" the subject, and put "(*that*) *I sing*" in apposition with it. The second "*of thee*" is an attendant element.

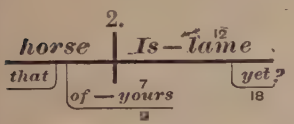
Harvey's Grammar, page 64. (Old edition, page 57.)

1. The farm is neither his nor theirs.



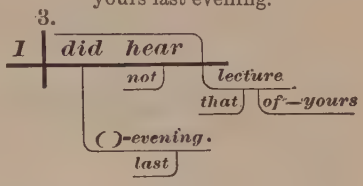
NOTE.—In the first diagram, "*his*" and "*theirs*" are possessive pronouns, nominative case in the predicate; in the second, they are personal pronouns in the possessive case. In both diagrams, "*neither*" and "*nor*" are correlative or corresponding conjunctions, "*neither*" introducing the sentence and "*nor*" connecting "*his*" and "*theirs.*" Many authors consider "*neither nor*" the connective, and place both between the words connected.

2. Is that horse of yours lame yet?

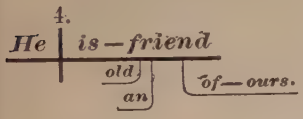


NOTE.—"*Yet*" may be considered a modifier of "*is.*"

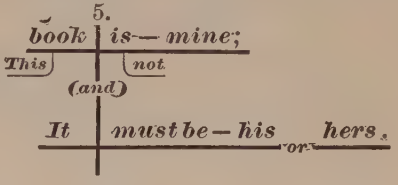
3. I did not hear that lecture of yours last evening.



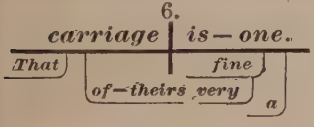
4. He is an old friend of ours.



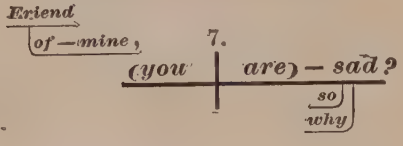
5. This book is not mine; it must be his or hers.



6. That carriage of theirs is a very fine one.

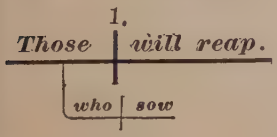


7. Friend of mine, why so sad?

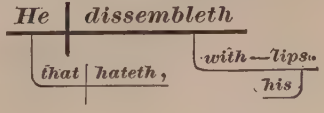


Harvey's Grammar, page 68. (Old edition, page 61.)

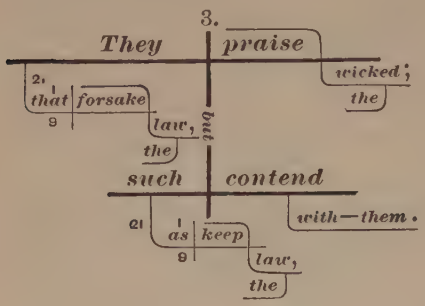
1. Those who sow will reap.



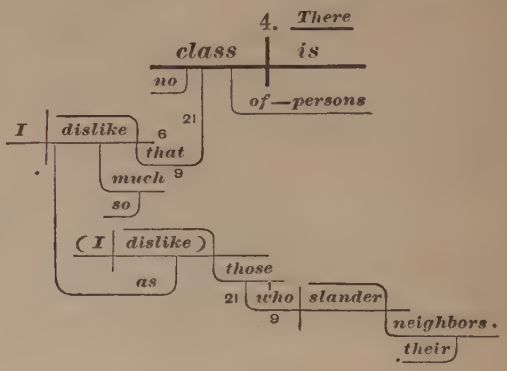
2. He that hateth, dissembleth with his lips.



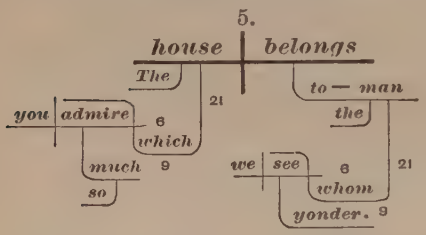
3. They that forsake the law, praise the wicked; but such as keep the law, contend with them.



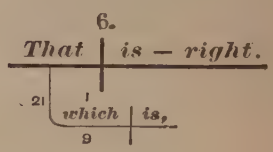
4. There is no class of persons that I dislike so much as those who slander their neighbors.



5. The house which you admire so much belongs to the man whom we see yonder.

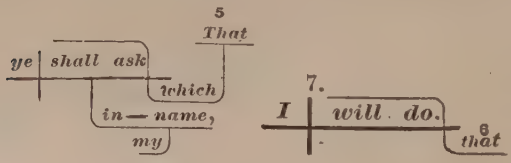


6. Whatever is, is right.



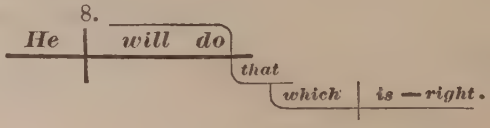
NOTE.—In sentence 4, "*there*" is an expletive adverb; it is an attendant element. In sentence 6, "*whatever is*" may be considered the subject of the sentence, and "*whatever*" may be parsed without being separated into "*that which.*"

7. Whatsoever ye shall ask in my name, that will I do.

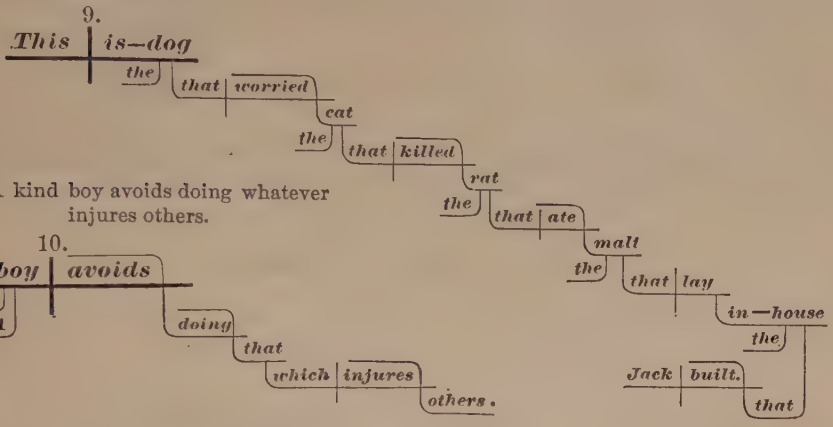


NOTE.—In sentence 7, "*that*" is in the absolute case by pleonasm; and "*that which ye shall ask in my name*" is a complex attendant element.

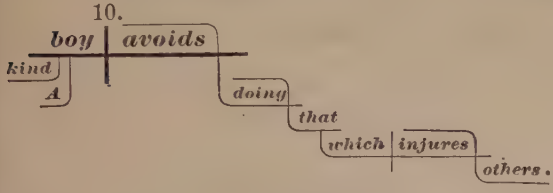
8. He will do what is right.



9. This is the dog that worried the cat that killed the rat that ate the malt that lay in the house that Jack built.

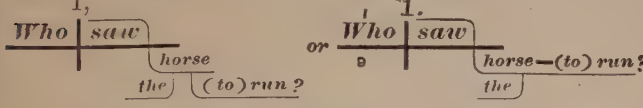


10. A kind boy avoids doing whatever injures others.

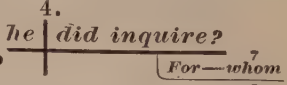


Harvey's Grammar, page 70. (Old edition, page 63.)

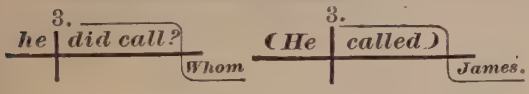
1. Who saw the horse run?



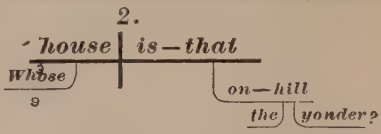
4. For whom did he inquire?



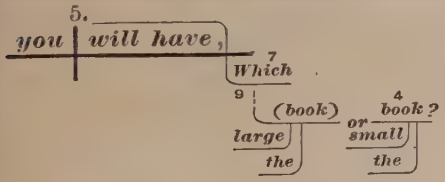
3. Whom did he call?—James.



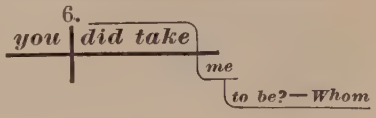
2. Whose house is that on the hill yonder?



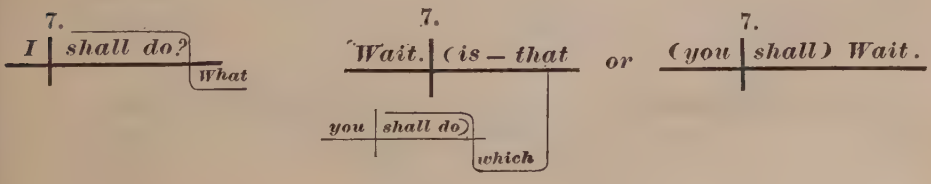
5. Which will you have, the large or the small book?



6. Whom did you take me to be?

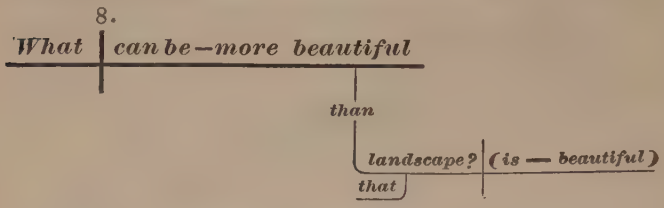


7. What shall I do?—Wait.

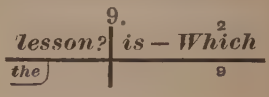


NOTE.—In sentence 1, by first diagram, "(*to*) *run*" is an adjective element modifying "*horse;*" by the second diagram "(*to*) *run*" is the attributive object. By either diagram, "*horse*" may be considered the subject of the infinitive. In sentence 6, "*whom*" is in the objective case with the infinitive "*to be.*"

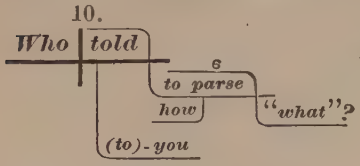
8. What can be more beautiful than that landscape?



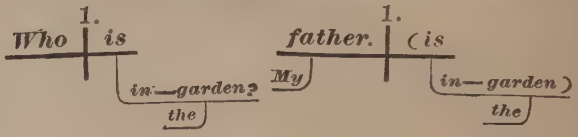
9. Which is the lesson?



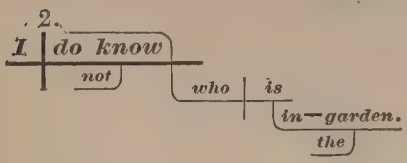
10. Who told you how to parse "what?"



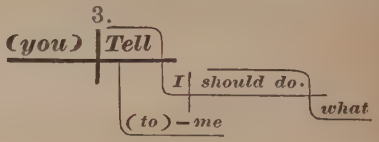
1. Who is in the garden?—My father.



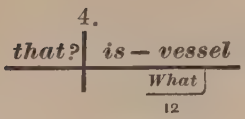
2. I do not know who is in the garden.



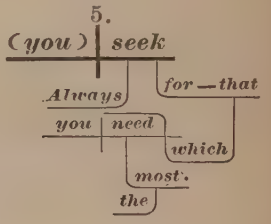
3. Tell me what I should do.



4. What vessel is that?

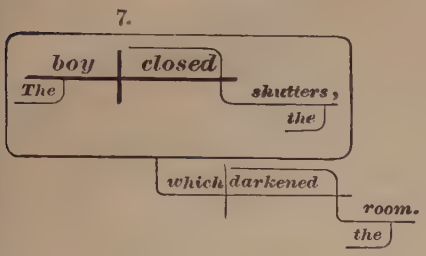


5. Always seek for what you need the most.

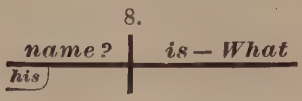


6. Whose house was burned last night?—Mr. Hubbard's.

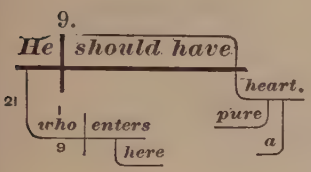
7. The boy closed the shutters, which darkened the room.



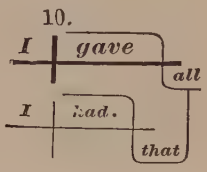
8. What is his name?



9. Whoever enters here should have a pure heart.



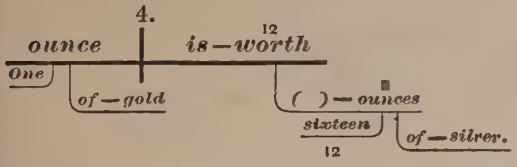
10. I gave all that I had.



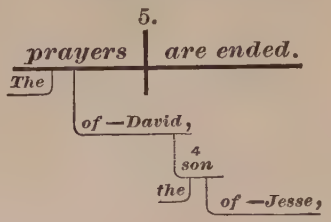
NOTE.—In sentences 2 and 3, "*who is in the garden,*" and "*what I should do*" are substantive clauses. I do not consider "*who*" and "*what*" connectives; they are indefinite interrogative pronouns. Some authors consider "*what*" a double relative, in sentence 3.

Harvey's Grammar, page 71. (Old edition, page 64.)

4. One ounce of gold is worth sixteen ounces of silver.

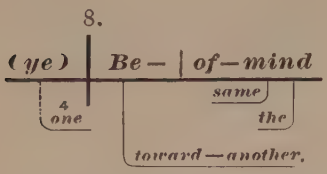


5. The prayers of David, the son of Jesse, are ended.



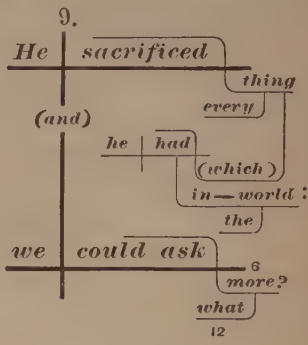
NOTE.—"*Worth*" is a predicate adjective, and "*ounces*" is in the objective case without a governing word. In the sentence not diagrammed, "*condition*" and "*light*" are predicate nouns, and "*is made*" is a passive verb.

8. Be of the same mind one toward another.

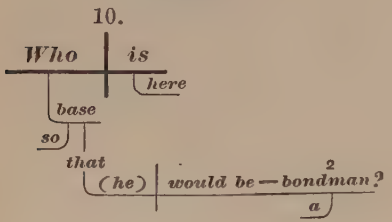


Note.—Some prefer to make "*one*" the subject of sentence 8.

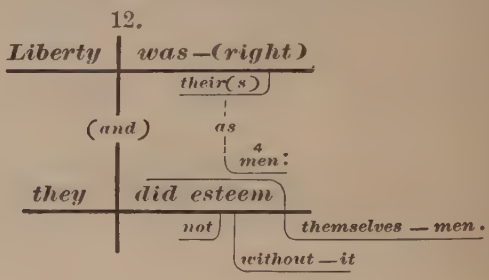
9. He sacrificed every thing he had in the world: what could we ask more?



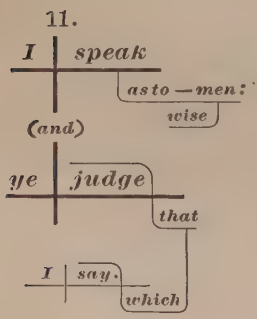
10. Who's here so base that would be a bondman?



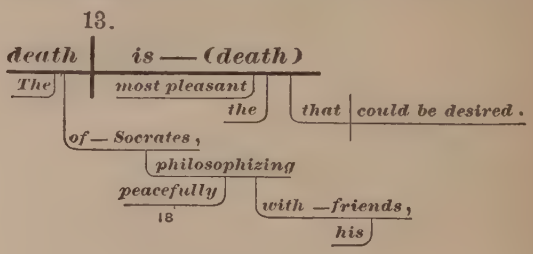
12. Liberty was theirs as men: without it they did not esteem themselves men.



11. I speak as to wise men: judge ye what I say.

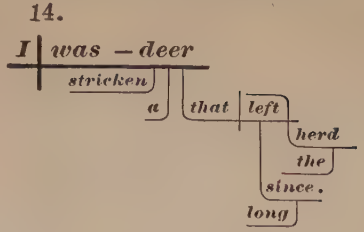


13. The death of Socrates, peacefully philosophizing with his friends, is the most pleasant that could be desired.

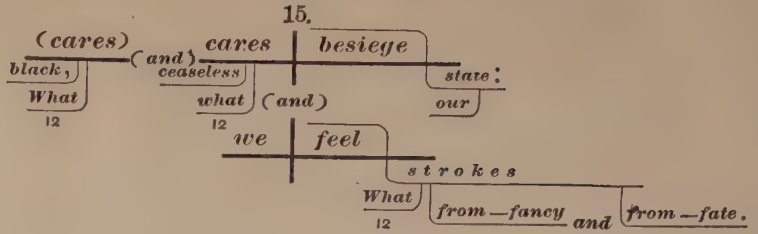


Note.—In sentence 8, "*of the same mind*" is an adjective element of the second class used as the attribute; it equals the adjective "*like-minded.*" In sentence 12, the first "*men*" is in the possessive case in apposition with "*their;*" "*as*" is a subordinate conjunction used as an index of apposition. The second "*men*" is an attributive object.

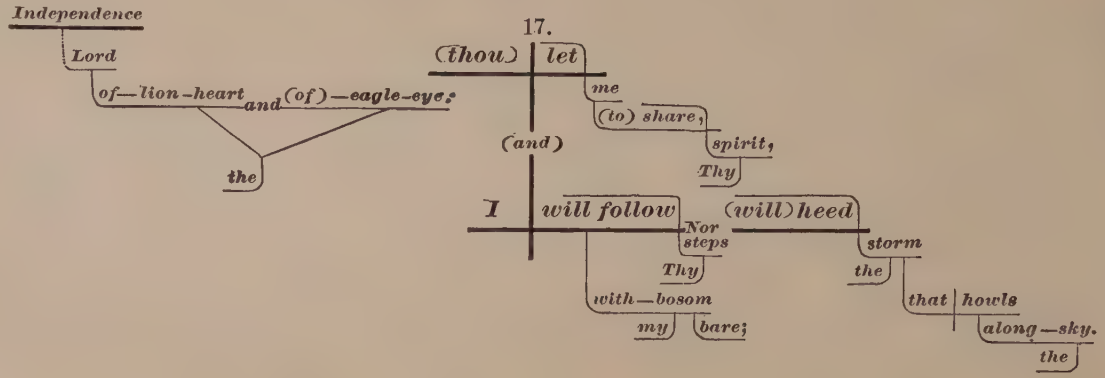
14. (Old ed.) I was a stricken deer
that left the herd long since.



15. What black, what ceaseless cares besiege our state:
What strokes we feel from fancy and from fate.

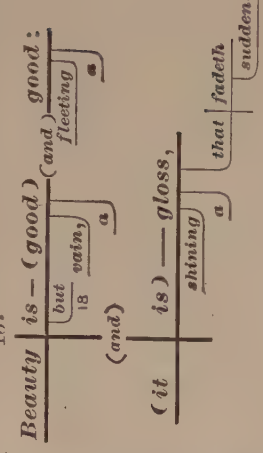


17. Thy spirit, Independence, let me share,
Lord of the lion-heart and eagle-eye:
Thy steps I'll follow with my bosom bare;
Nor heed the storm that howls along the sky.—*Smollett.*

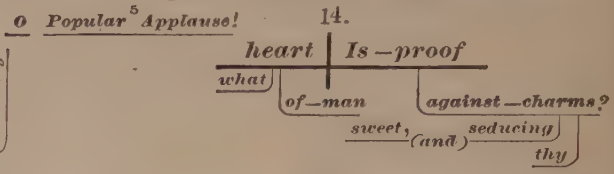


NOTE.—"*Independence*" is a proper noun; masculine gender; second person; singular number; absolute case by direct address. "*Nor*" is a co-ordinate conjunction, connecting "*will follow*" and "(*will*) *heed.*"

15. (Old ed.) Beauty is but a vain, a fleeting good:
A shining gloss that fadeth suddenly.

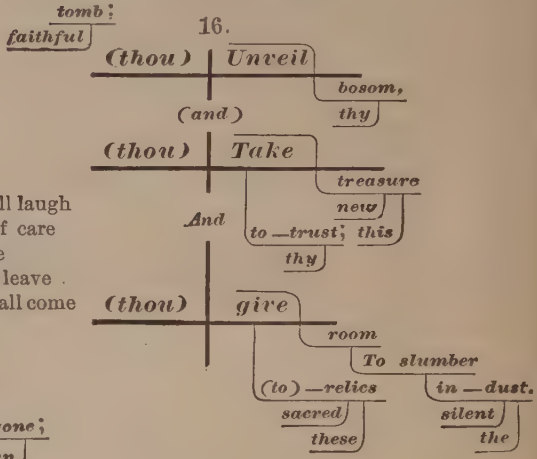


14. O Popular Applause! what heart of man
Is proof against thy sweet, seducing charms?

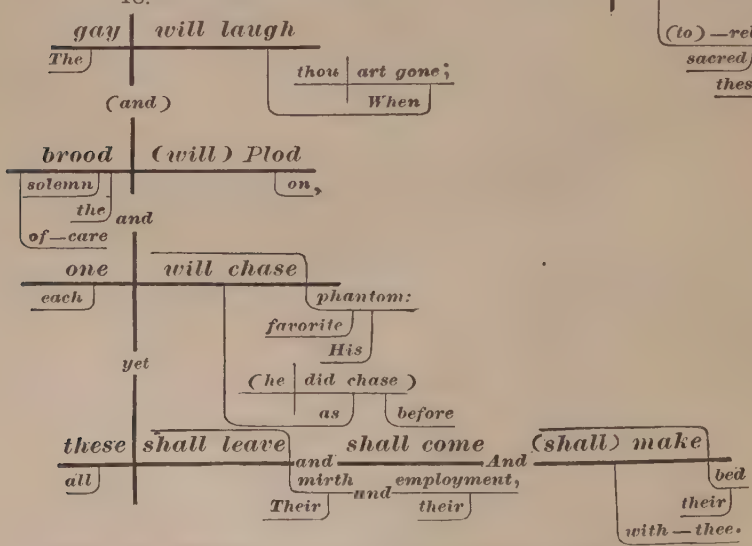


NOTE.—"*Popular Applause*" is a proper noun; fem. gender.

16. Unveil thy bosom, faithful tomb;
Take this new treasure to thy trust;
And give these sacred relics room
To slumber in the silent dust.



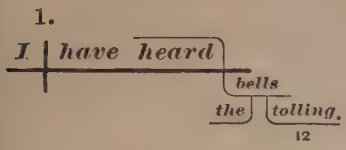
18. The gay will laugh
When thou art gone; the solemn brood of care
Plod on, and each one as before will chase
His favorite phantom: yet all these shall leave
Their mirth and their employment, and shall come
And make their bed with thee.—*Bryant.*



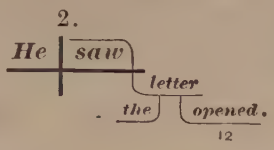
NOTE.—"*As before*" may be parsed as an adverbial phrase. "*And*" may be supplied and "*yet*" parsed as an adverb

Harvey's Grammar, page 81. (Revised edition.)

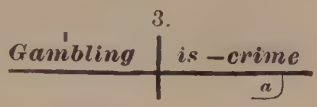
1. I have heard the bells tolling.



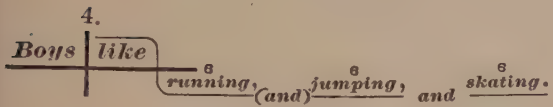
2. He saw the letter opened.



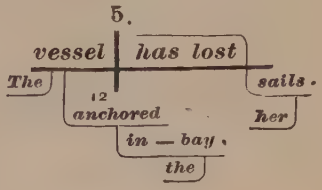
3. Gambling is a crime.



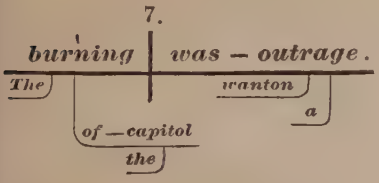
4. Boys like running, jumping, and skating.



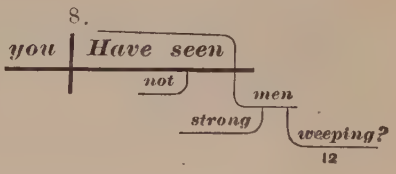
5. The vessel anchored in the bay has lost her sails.



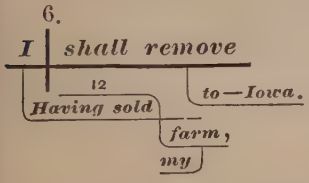
7. The burning of the capitol was a wanton outrage.



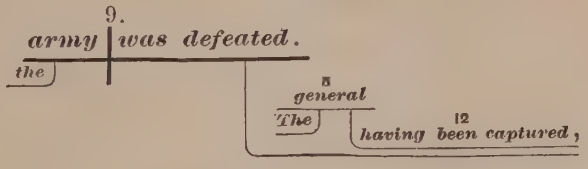
8. Have you not seen strong men weeping?



6. Having sold my farm, I shall remove to Iowa.

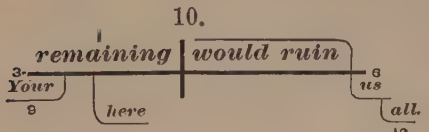


9. The general having been captured, the army was defeated.

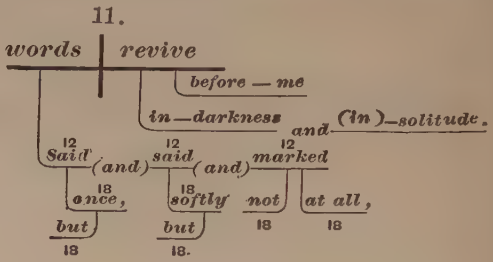


NOTE.—"*Tolling*," "*opened*," "*anchored*," "*having sold*," "*weeping*," and "*having been captured*," are participles having the construction of adjectives; the other participles have the construction of nouns.

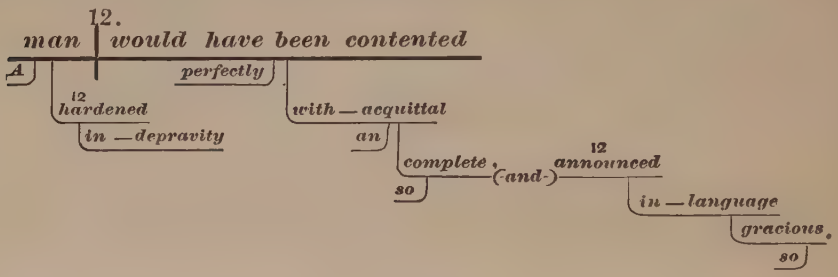
10. Your remaining here would ruin us all.



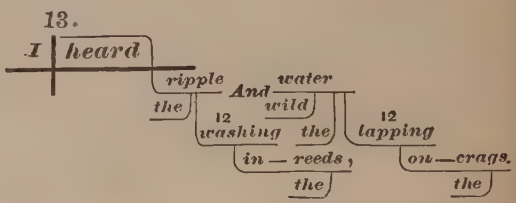
11. Said but once, said but softly, not marked at all, words revive before me in darkness and solitude.—*De Quincey.*



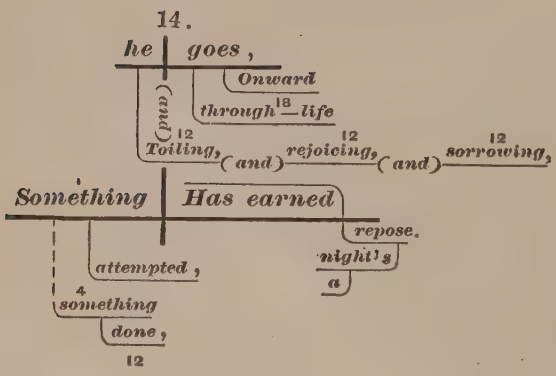
12. A man hardened in depravity would have been perfectly contented with an acquittal so complete, announced in language so gracious.—*Macaulay.*



13. I heard the ripple washing in the reeds,
And the wild water lapping on the crags.
—*Tennyson.*



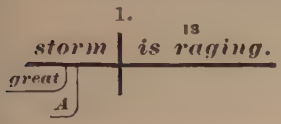
14. Toiling, rejoicing, sorrowing,
Onward through life he goes,
Something attempted, something done,
Has earned a night's repose.—
—*Longfellow.*



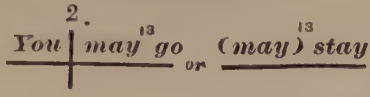
NOTE.—"*Toiling,*" "*rejoicing,*" "*sorrowing,*" are present active participles, and belong to "*he.*" "*Attempted*" and "*done*" are perfect participles.

Harvey's Grammar. page 87. (Old edition, page 76.)

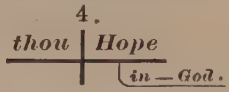
1. A great storm is raging.



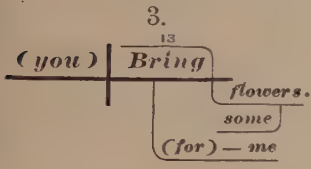
2. You may go or stay.



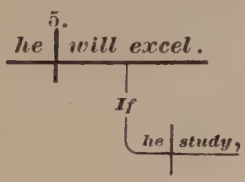
4. Hope thou in God.



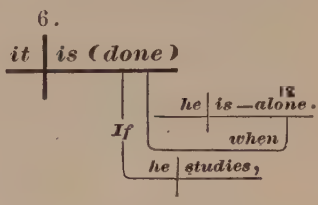
3. Bring me some flowers.



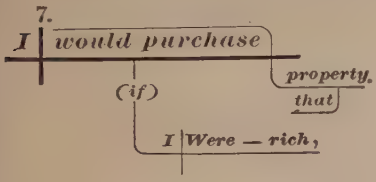
5. If he study, he will excel.



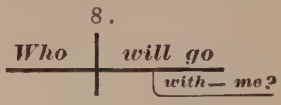
6. If he studies, it is when he is alone.



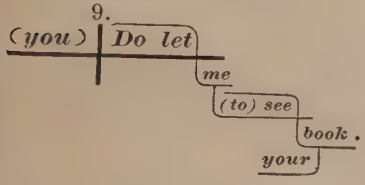
7. Were I rich, I would purchase that property.



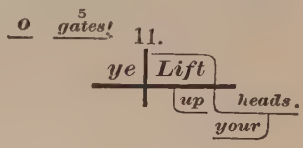
8. Who will go with me?



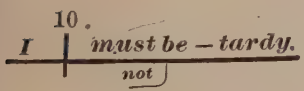
9. Do let me see your book.



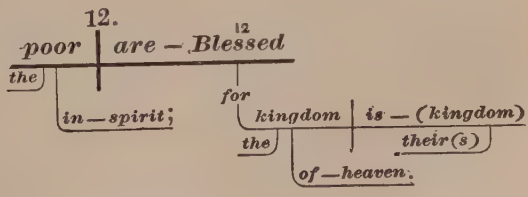
11. Lift up your heads, O ye gates!



10. I must not be tardy.

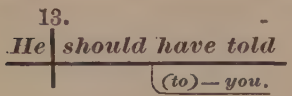


12. Blessed are the poor in spirit; for theirs is the kingdom of heaven.

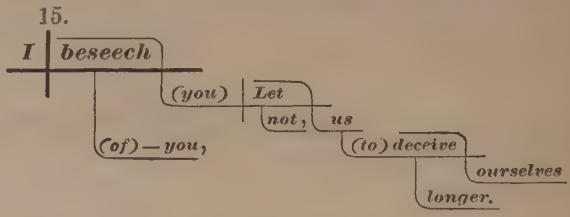


NOTE.—Some authors parse "*are blessed*" as a passive verb.

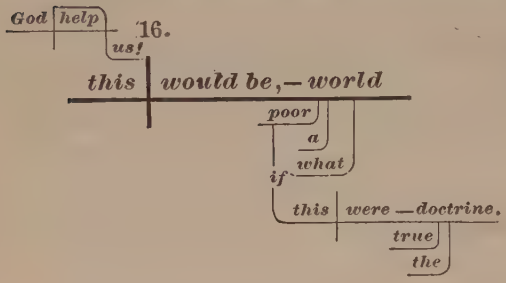
13. He should have told you.



15. Let us not, I beseech you, deceive ourselves longer.

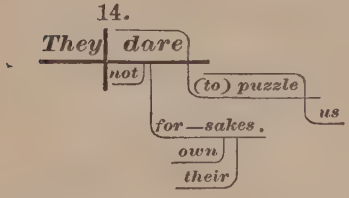


16. God help us! what a poor world this would be, if this were the true doctrine.

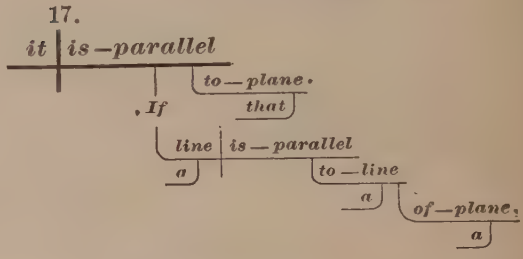


NOTE.—"*God help us*" is an exclamatory sentence; it is an attendant element. "*What a*" may be parsed as an adjective.

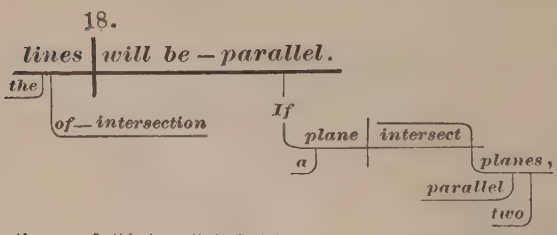
14. They dare not puzzle us for their own sakes.



17. If a line is parallel to a line of a plane, it is parallel to that plane.

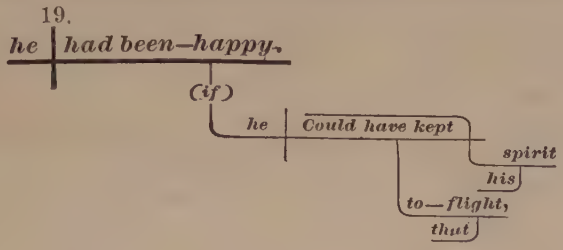


18. If a plane intersect two parallel planes, the lines of intersection will be parallel.

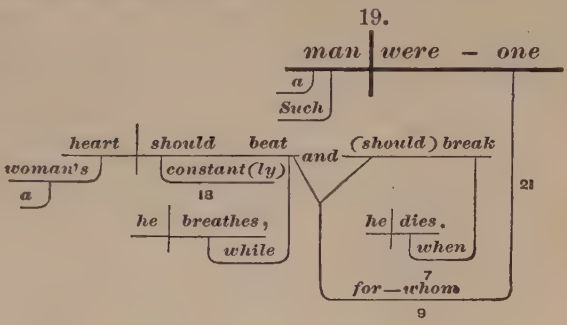


NOTE.—"*Is raging*" is indicative; "*may go*" and "(*may*) *stay*" are potential; "*bring*" is imperative; "*hope*" is imperative; "*study*" is subjunctive, and "*will excel*" is indicative; "*studies*" and "*is*" are indicative; "*were*" is subjunctive, and "*would purchase*" potential; "*will go*" is indicative; "*do let*" is imperative, and "(*to*) *see*" infinitive; "*must be*" and "*should have told*" are potential.

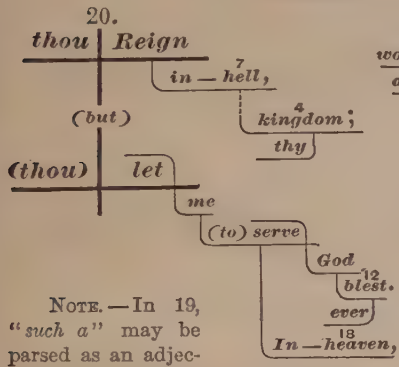
19. Could he have kept his spirit to that flight, he had been happy.—*Byron.*



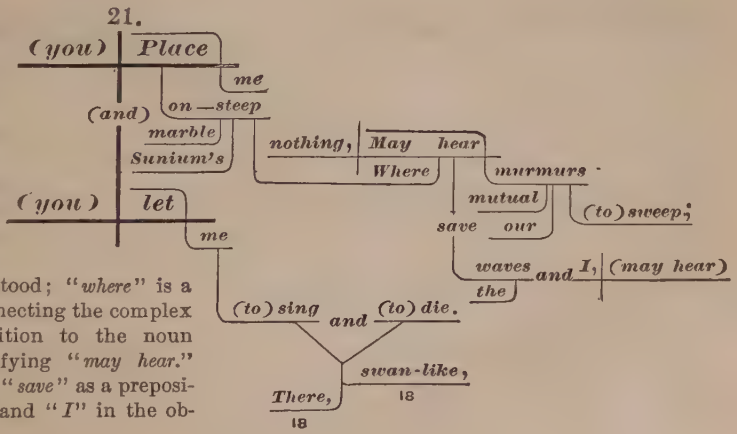
19. (Old edition.) Such a man were one for whom a woman's heart should beat constant while he breathes, and break when he dies.



20. Reign thou in hell, thy kingdom; let me serve
In heaven, God ever blest.
—*Milton.*



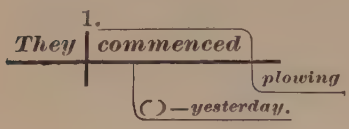
21. Place me on Sunium's marble steep,
Where nothing, save the waves and I,
May hear our mutual murmurs sweep;
There, swan-like, let me sing and die.—*Byron.*



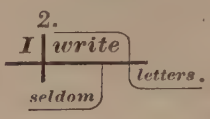
NOTE.—In 19, "*such a*" may be parsed as an adjective; "*for whom*" modifies "*should beat*" and "*(should) break.*" In 20, "*kingdom*" is in apposition with "*hell.*" In 21, "*Save*" is a subordinate conjunction; "*waves*" and "*I*" are in the nominative case to "*may hear*" understood; "*where*" is a relative adverb connecting the complex subordinate proposition to the noun "*steep,*" and modifying "*may hear.*" Some authors parse "*save*" as a preposition, and "*waves*" and "*I*" in the objective case.

Harvey's Grammar, page 112. (Old edition, page 102.)

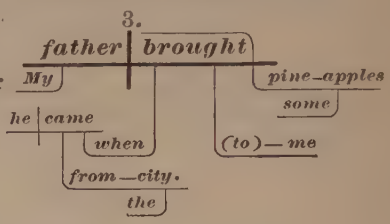
1. They commenced plowing yesterday.



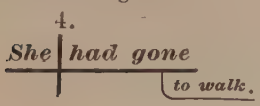
2. I seldom write letters.



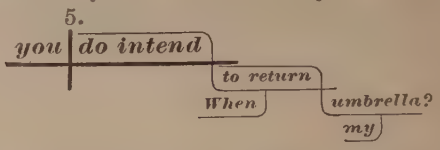
3. My father brought me some pine-apples when he came from the city.



4. She had gone to walk.

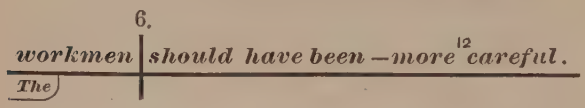


5. When do you intend to return my umbrella?

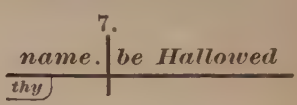


Note.—In 4, "*to walk*" is an infinitive having the construction of an adverb; it denotes purpose, and modifies "*had gone.*"

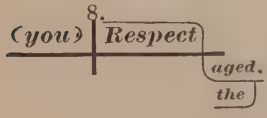
6. The workmen should have been more careful.



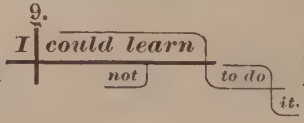
7. Hallowed be thy name.



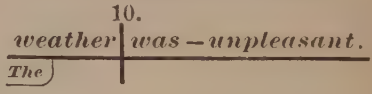
8. Respect the aged.



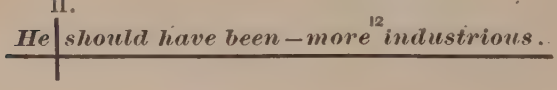
9. I could not learn to do it.



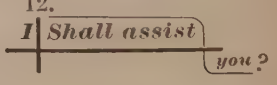
10. The weather was unpleasant.



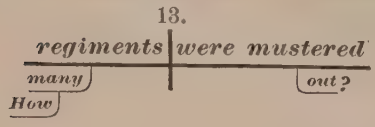
11. He should have been more industrious.



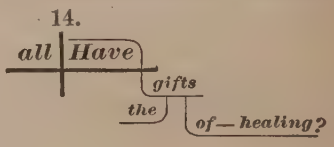
12. Shall I assist you?



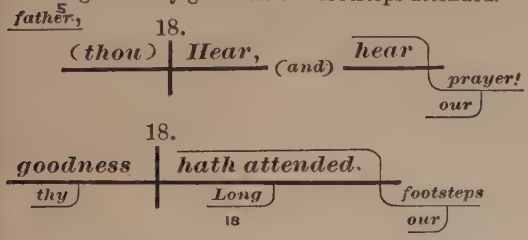
13. How many regiments were mustered out?



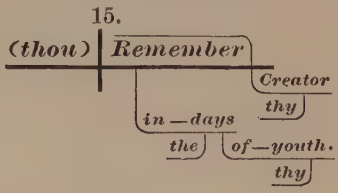
14. Have all the gifts of healing?



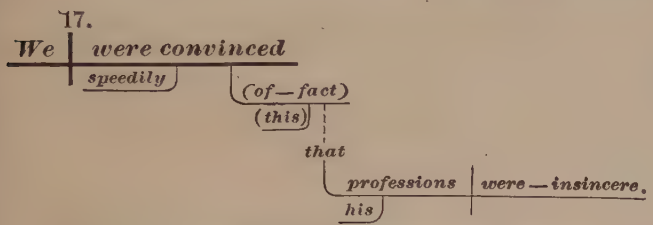
18. Hear, father, hear our prayer!
Long hath thy goodness our footsteps attended.



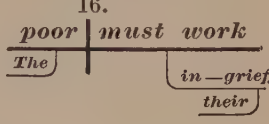
15. Remember thy Creator in the days of thy youth.



17. We were speedily convinced that his professions were insincere.

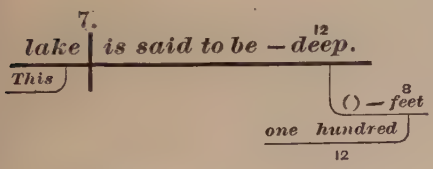


16. The poor must work in their grief.

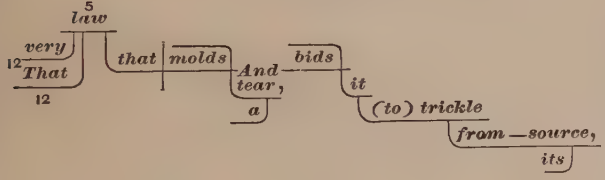


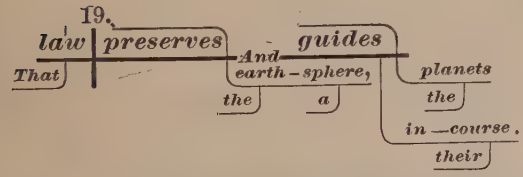
NOTE.—To my mind, "*that his professions were insincere,*" is a substantive clause, and is in apposition with "*fact*" or some other word understood.

7. (Old edition.) This lake is said to be one hundred feet deep.



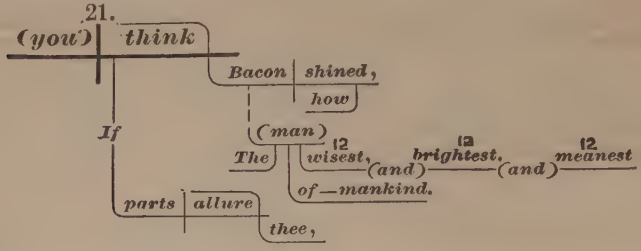
19. (Old edition.)
That very law that molds a tear,
And bids it trickle from its source,
That law preserves the earth a sphere,
And guides the planets in their course.
—*Rogers.*





NOTE.—In 19, "*That very law that molds a tear, and bids it trickle from its source,*" is a complex attendant element; "*law*" is in the absolute case by pleonasm; "*the earth a sphere*" is a complex objective element of the first class; it is a double object; "*earth*" is the primary, and "*sphere*" the attributive object of the verb "*preserves.*" Some authors consider "*sphere*" in apposition with "*earth,*" and others make it the objective case after "*to be*" understood. In 7, "*is said to be*" is a complex copula. Parse "*is said*" the same as other passive verbs; "*to be*" is a verb; neuter; copulative; irregular; infinitive mode; present absolute tense; common form; has no voice; here used with "*is said*" to form the complex copula. "*Deep*" is a predicate adjective, and belongs to "*lake;*" "*feet*" is in the objective case without a governing word.

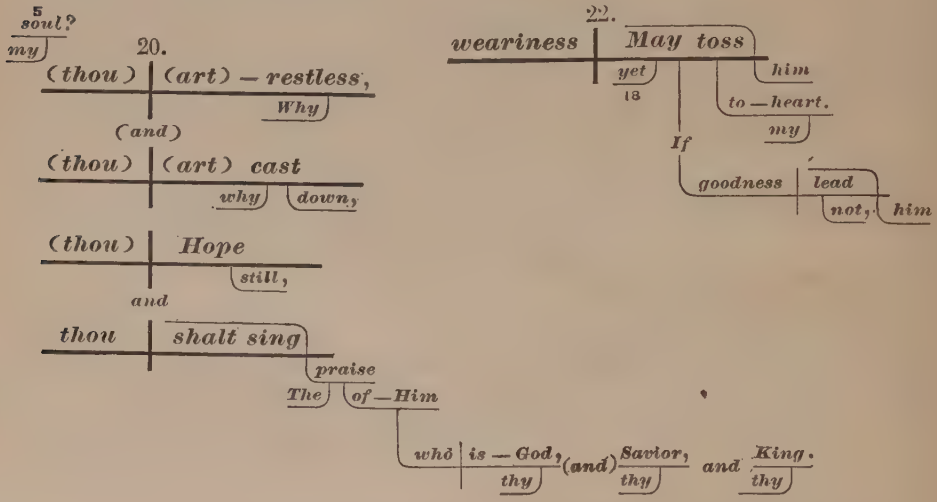
21. If parts allure thee, think how Bacon shined,
The wisest, brightest, meanest of mankind.—*Pope.*



NOTE.—"*Wisest,*" "*brighest,*" "*meanest,*" may be parsed as nouns in apposition with "*Bacon.*"

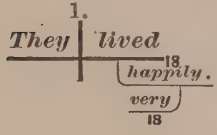
20. Why restless, why cast down, my soul?
Hope still, and thou shalt sing
The praise of Him who is thy God,
Thy Savior, and thy King.

22. If goodness lead him not, yet weariness
May toss him to my heart.—*Geo. Herbert.*

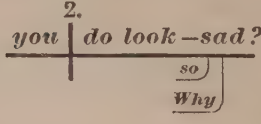


Harvey's Grammar, page 120. (Old edition, page 109.)

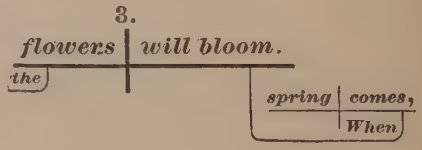
1. They lived very happily.



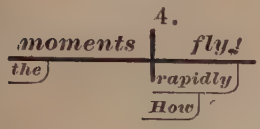
2. Why do you look so sad?



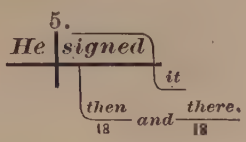
3. When spring comes, the flowers will bloom.



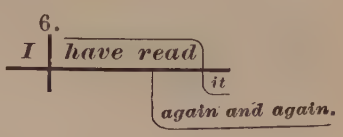
4. How rapidly the moments fly!



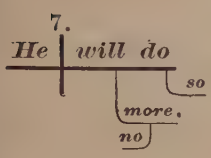
5. He signed it then and there.



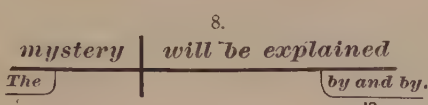
6. I have read it again and again.



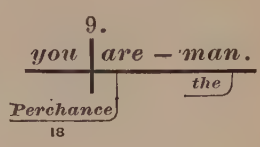
7. He will do so no more.



8. The mystery will be explained by and by.

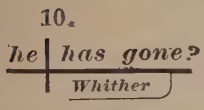


9. Perchance you are the man.

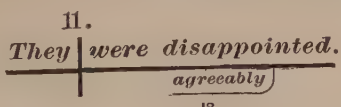


NOTE.—"*Then and there*" is a compound adverbial element of the first class; but parse each adverb separately. "*Again and again*" and "*by and by*" are adverbial phrases, parsed as single adverbs; they are also elements of the first class. "*No more*" may be considered an inseparable adverbial phrase. "*Do look*" is an impure copula.

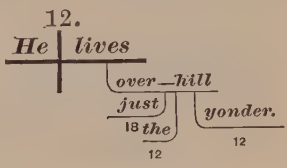
10. Whither has he gone?



11. They were agreeably disappointed.

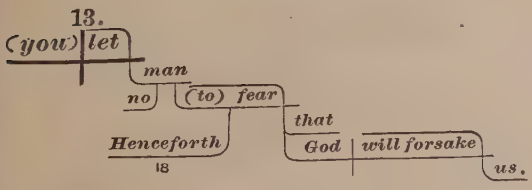


12. He lives just over the hill yonder.

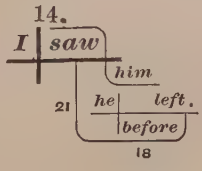


NOTE.—In 12, "*just*" is an adverb, and modifies "*over hill*," the basis of the phrase.

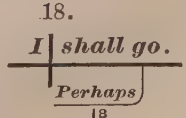
13. Henceforth let no man fear that God will forsake us.



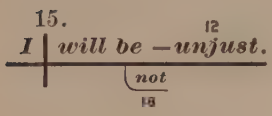
14. I saw him before he left.



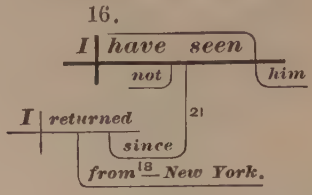
18. Perhaps I shall go.



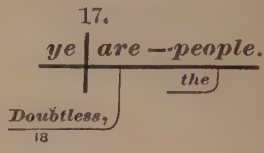
15. I will not be unjust.



16. I have not seen him since I returned from New York.



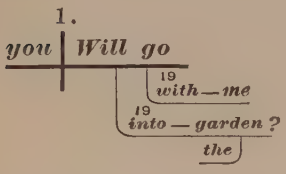
17. Doubtless, ye are the people.



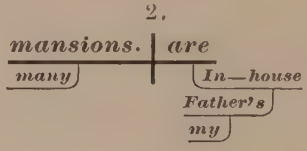
NOTE.—"*Doubtless*" is a modal adverb, and modifies the copula "*are*."

Harvey's Grammar, page 125. (Old edition, page 114.)

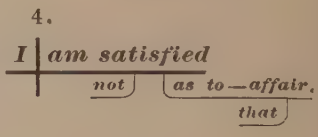
1. Will you go with me into the garden?



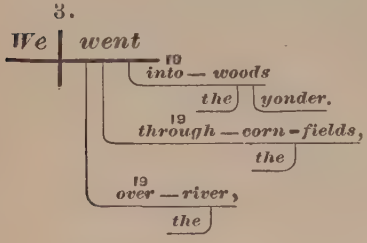
2. In my Father's house are many mansions.



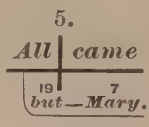
4. I am not satisfied as to that affair.



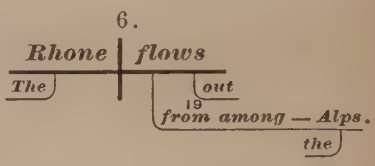
3. We went over the river, through the corn-fields, into the woods yonder.



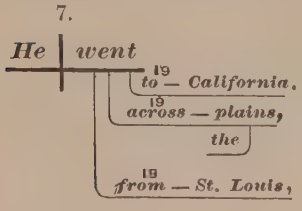
5. All came but Mary.



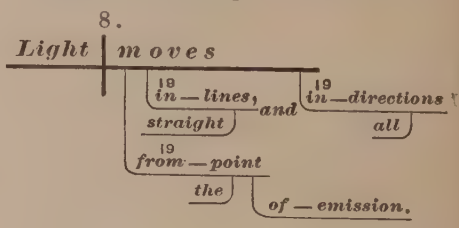
6. The Rhone flows out from among the Alps.



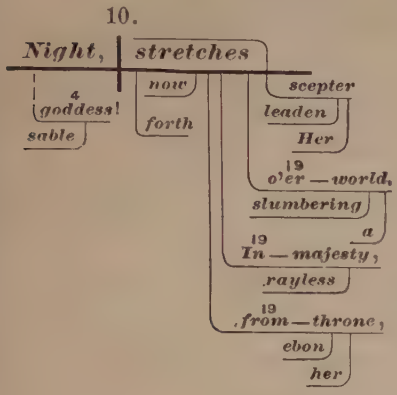
7. He went from St. Louis, across the plains, to California.



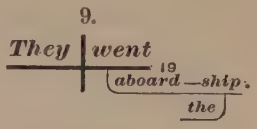
8. Light moves in straight lines, and in all directions from the point of emission.



10. Night, sable goddess! from her ebon throne,
In rayless majesty, now stretches forth
Her leaden scepter o'er a slumbering world.
—*Young.*



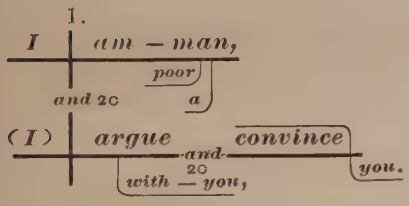
9. They went aboard the ship.



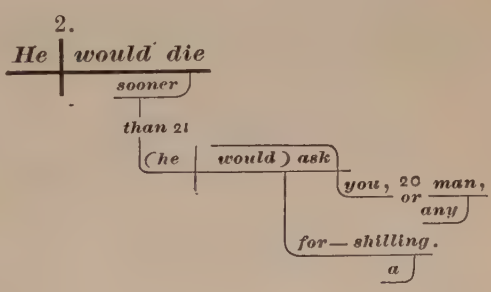
NOTE.—In 2, "*are*" is not copulative. In 4, "*as to*" is a complex preposition, and is equal to "*concerning.*" In 5, "*All*" is a noun, and "*but*" is a preposition. In 6, "*from among*" is a complex preposition. In 8, "*in straight lines and in all directions*" is a complex compound adverbial element of the second class.

Harvey's Grammar, page 130. (Old edition, page 119.)

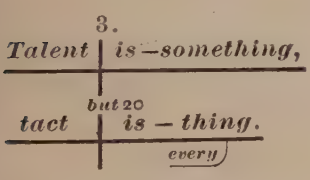
1. I am a poor man, and argue with you, and convince you.



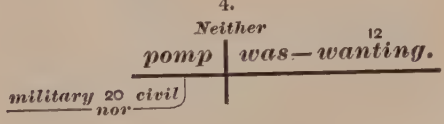
2. He'd sooner die than ask you, or any man, for a shilling.



3. Talent is something, but tact is every thing.

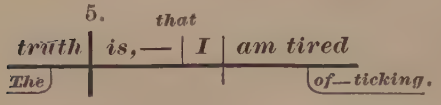


4. Neither military nor civil pomp was wanting.



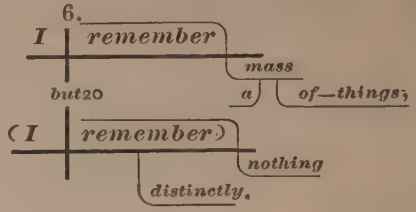
NOTE.—"*Neither*" and "*nor*" are correlative conjunctions; "*neither*" introduces the sentence, and "*nor*" connects "*military*" and "*civil.*" Rule 20.

5. The truth is, that I am tired of ticking.

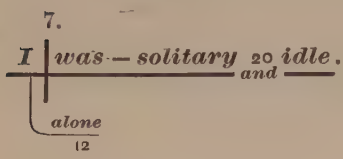


NOTE.—"*That I am tired of ticking*" is a substantive clause used as the attribute of the proposition; "*that*" is a subordinate conjunction, introducing the predicate clause.

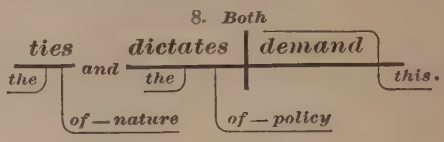
6. I remember a mass of things, but nothing distinctly.



7. I alone was solitary and idle.

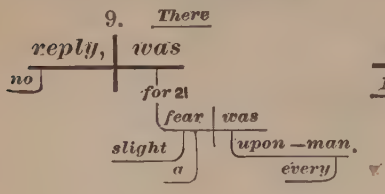


8. Both the ties of nature and the dictates of policy demand this.

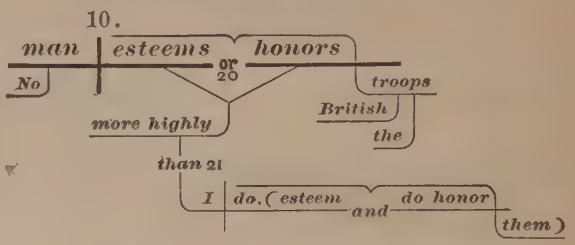


NOTE.—"*Both*" and "*and*" are correlative conjunctions; "*both*" introduces the sentence, and "*and*" connects "*ties*" and "*dictates.*"

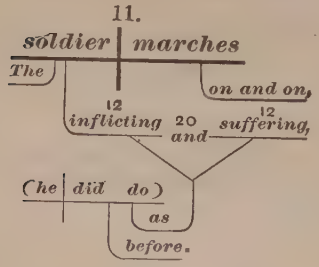
9. There was no reply, for a slight fear was upon every man.



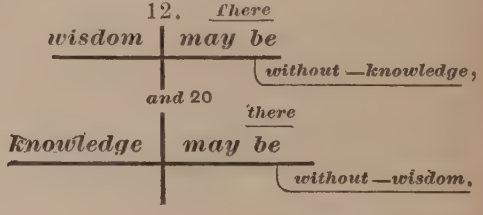
10. No man more highly esteems or honors the British troops than I do.



11. The soldier marches on and on, inflicting and suffering, as before.

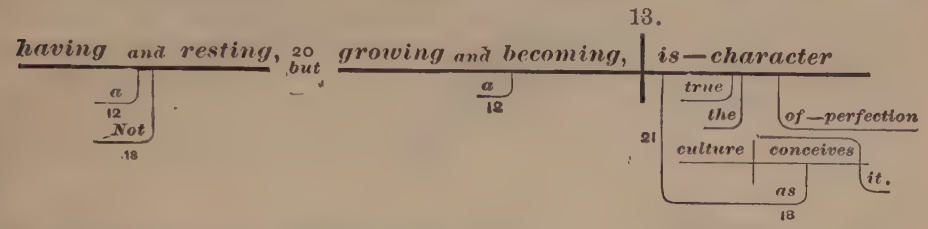


12. There may be wisdom without knowledge, and there may be knowledge without wisdom.

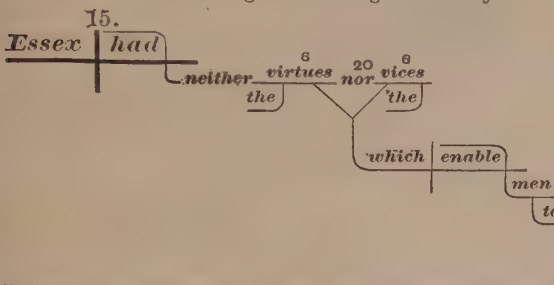


NOTE.—"*As before*" may be parsed as an adverbial phrase. In 12, the two "*theres*" are expletive adverbs; they are attendant elements.

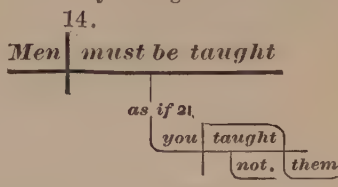
13. Not a having and resting, but a growing and becoming, is the true character of perfection as culture conceives it.



15. Essex had neither the virtues nor the vices which enable men to retain greatness long.—*Macaulay.*



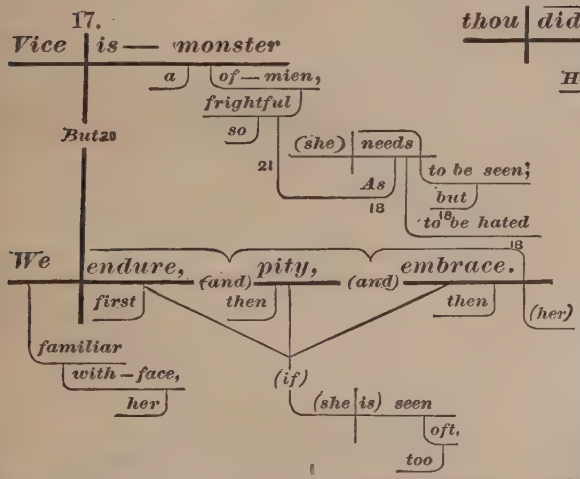
14. Men must be taught as if you taught them not.

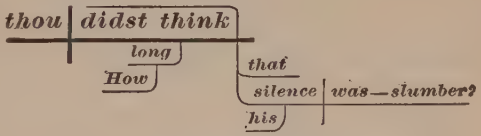


NOTE.—"*Neither*" introduces and "*nor*" connects "*virtues*" and "*vices.*" To my mind, "*neither*" could be diagrammed as introducing the sentence.

17. Vice is a monster of so frightful mien,
As to be hated needs but to be seen;
But seen too oft, familiar with her face,
We first endure, then pity, then embrace.
—*Pope.*

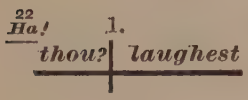
16. How long didst thou think that his silence was slumber?



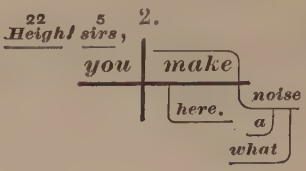


NOTE.—In 16, "*that*" is an introductory conjunction introducing the object clause. In 17, some authors parse "*as*" as a relative pronoun instead of a conjunctive adverb. In 13, "*having and resting,*" and "*growing and becoming,*" are verbal nouns; "*but*" connects the two subjects. Some authors parse "*not a*" as an adjective in this sentence; in my judgment, "*not*" is an adverb, and modifies the verbal noun "*having and resting.*" "*As culture conceives it*" may be considered a modifier of the adjective "*true.*"

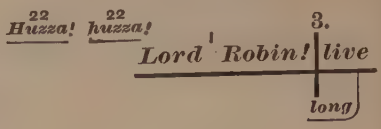
1: Ha! laughest thou?



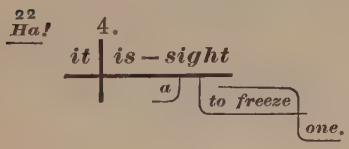
2. Heigh! sirs, what a noise you make here.



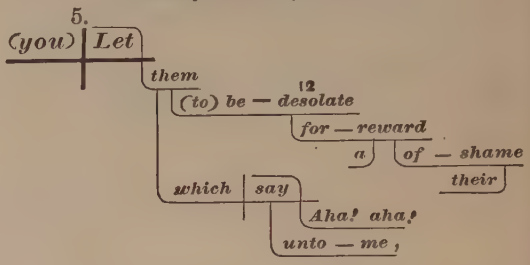
3. Huzza! huzza! long live Lord Robin!



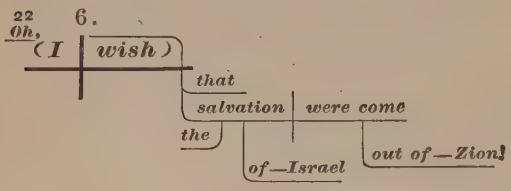
4. Ha! it is a sight to freeze one.



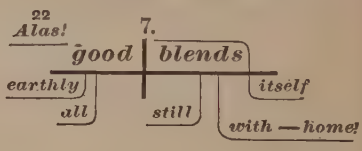
5. Let them be desolate for a reward of their shame which say unto me, Aha! aha!



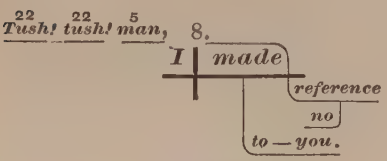
6. Oh, that the salvation of Israel were come out of Zion!



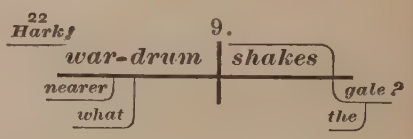
7. Alas! all earthly good still blends itself with home!



8. Tush! tush! man, I made no reference to you.

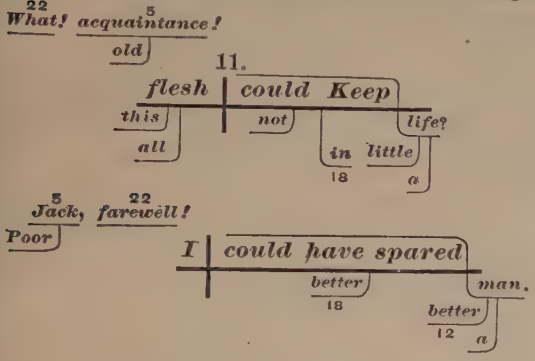


9. Hark! what nearer war-drum shakes the gale?

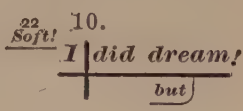


NOTE.—In 3, "*Lord Robin*" is a proper noun in the nominative case to the imperative "*live.*" In 5, the two "*ahas*" are used as an objective element modifying "*say;*" they are used like a direct quotation following a transitive verb. I would parse "*aha aha*" as a noun in the objective case, governed by the transitive verb "*say.*" Interjections are attendant or independent elements.

11. What! old acquaintance! could not all this flesh
Keep in a little life? Poor Jack, farewell!
I could have better spared a better man.—*Shakespeare.*

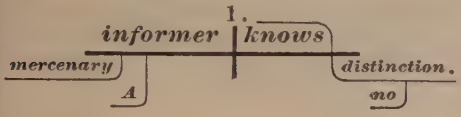


10. Soft! I did but dream!

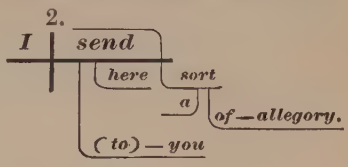


Harvey's Grammar, page 133. (Old edition, page 121.)

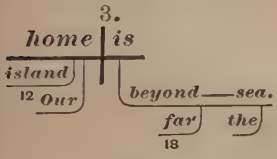
1. A mercenary informer knows no distinction.



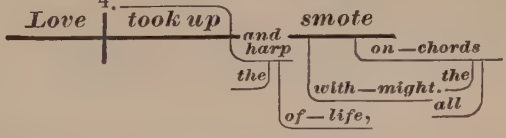
2. I send you here a sort of allegory.



3. Our island home is far beyond the sea.

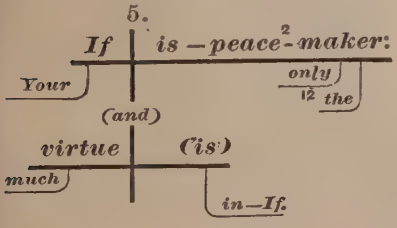


4. Love took up the harp of life, and smote on all the chords with might.

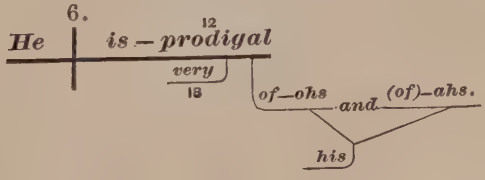


NOTE.—In 3, "*far*" is an adverb, and modifies "*beyond sea*," the basis of the phrase. In 4, "*up*" may be diagrammed and parsed as an adverb.

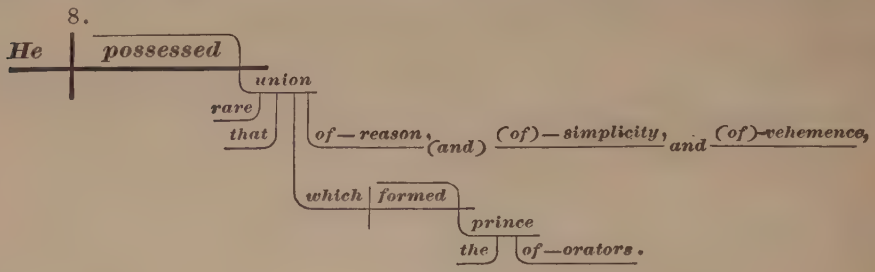
5. Your *If* is the only peace-maker: much virtue in *If*.



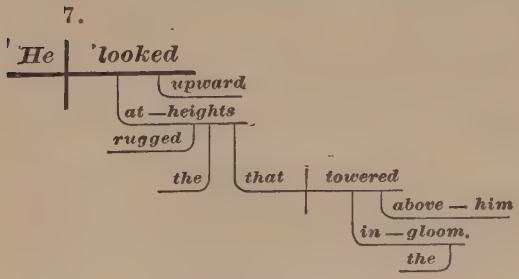
6. He is very prodigal of his *ohs* and *ahs*.



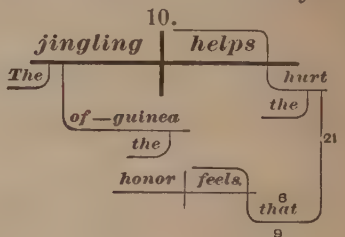
8. He possessed that rare union of reason, simplicity, and vehemence, which formed the prince of orators.



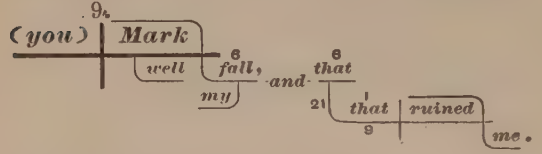
7. He looked upward at the rugged heights that towered above him in the gloom.



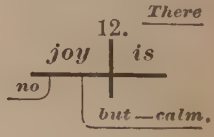
10. The jingling of the guinea helps the hurt that honor feels. —*Tennyson.*



9. Mark well my fall, and that that ruined me. —*Shakespeare.*

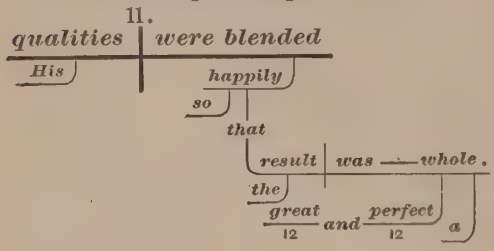


12. There is no joy but calm.

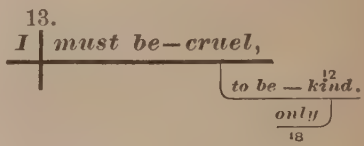


NOTE.—In 12, "*there*" is an expletive adverb. "*But*" is a preposition; it *may* be considered a conjunction, making "*calm*" the subject of a verb understood.

11. His qualities were so happily blended that the result was a great and perfect whole.

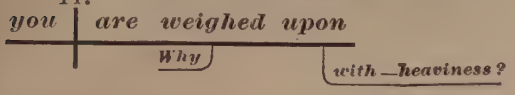


13. I must be cruel, only to be kind.



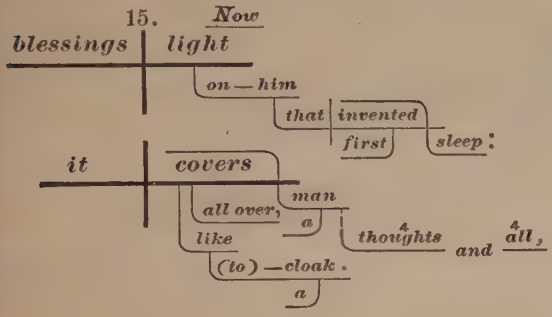
NOTE.—In 13, "*kind*" is a predicate adjective in the abridged expression; "*kind*" and "*cruel*" belong to "*I*."

14. Why are you weighed upon with heaviness?

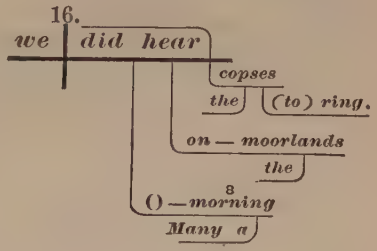


NOTE.—In 14, "*are weighed upon*" is a compound verb, or "*upon*" may be parsed as an adverb.

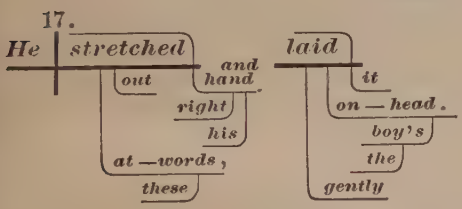
15. Now blessings light on him that first invented sleep: it covers a man all over, thoughts and all, like a cloak.—*Cervantes.*



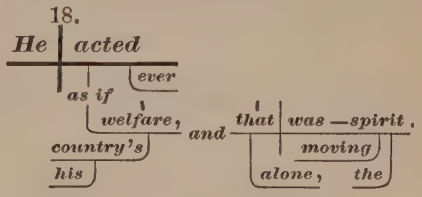
16. Many a morning on the moorland did we hear the copses ring.
—*Tennyson.*



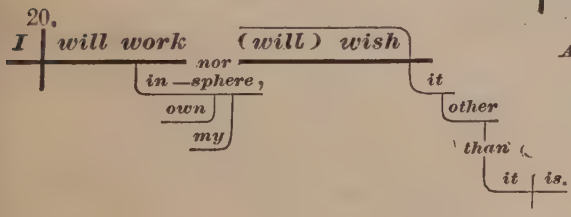
17. He stretched out his right hand at these words, and laid it gently on the boy's head.
—*Dickens.*



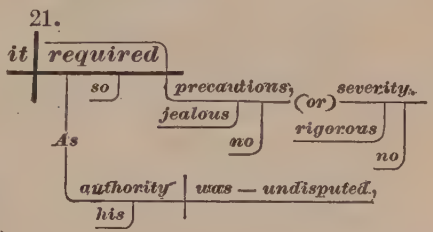
18. He acted ever as if his country's welfare, and that alone, was the moving spirit.



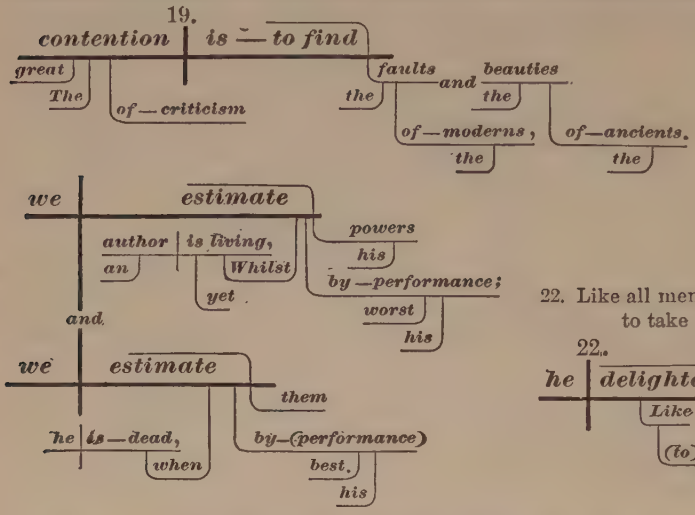
20. I will work in my own sphere, nor wish it other than it is.



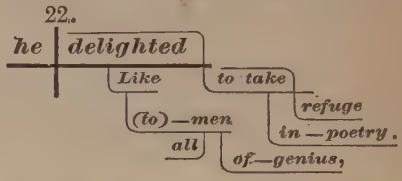
21. As his authority was undisputed, so it required no jealous precautions, no rigorous severity.



19. The great contention of criticism is to find the faults of the moderns and the beauty of the ancients. Whilst an author is yet living, we estimate his powers by his worst performance; and when he is dead, we estimate them by his best.—*Johnson.*

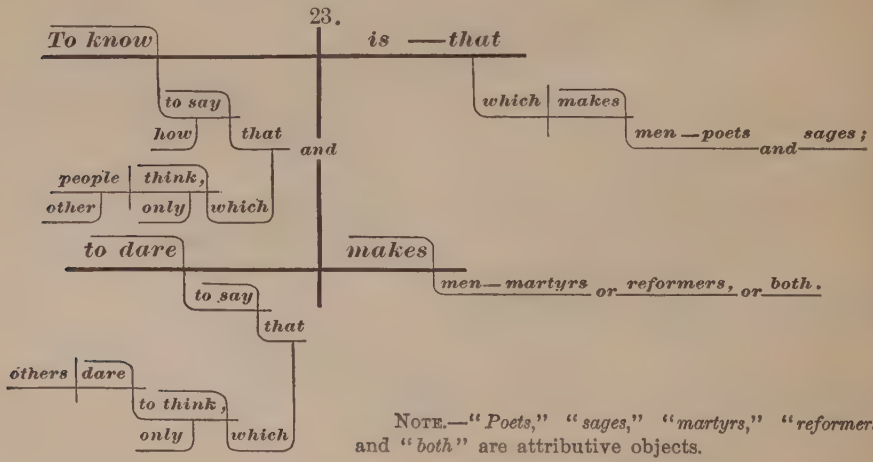


22. Like all men of genius, he delighted to take refuge in poetry.



Note.—In 15, "*all over*" is an adverbial phrase, and equals "*entirely.*" In 18, in parsing "*was,*" see Harvey's Grammar, page 209, remark 1st under rule 14. In 21, "*as,*" in my judgment, is a subordinate conjunction, and equals "*since*" or "*because.*" In 15 and 22, "*like*" is an adverb; many excellent teachers, and some standard authors, parse it as a preposition in such cases.

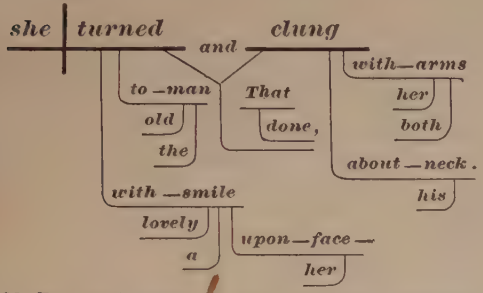
23. To know how to say what other people only think is what makes men poets and sages; and to dare to say what others only dare to think, makes men martyrs or reformers, or both.



Note.—"*Poets,*" "*sages,*" "*martyrs,*" "*reformers,*" and "*both*" are attributive objects.

24. That done, she turned to the old man with a lovely smile upon her face—such, they said, as they had never seen, and never could forget—and clung with both her arms about his neck.—*Dickens.*

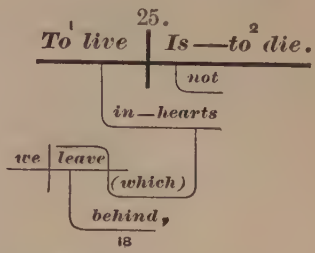
24.



25. To live in hearts we leave behind,
Is not to die.

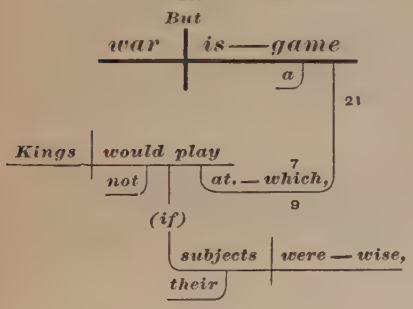
—*Campbell.*

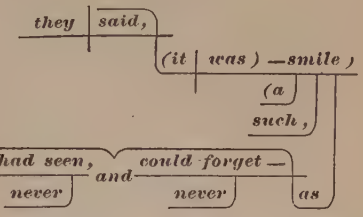
25.



26. But war's a game which, were their subjects wise,
Kings would not play at.—*Cowper.*

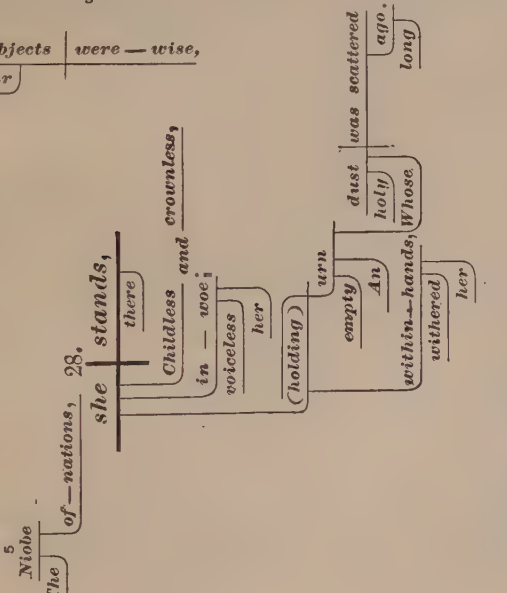
26.





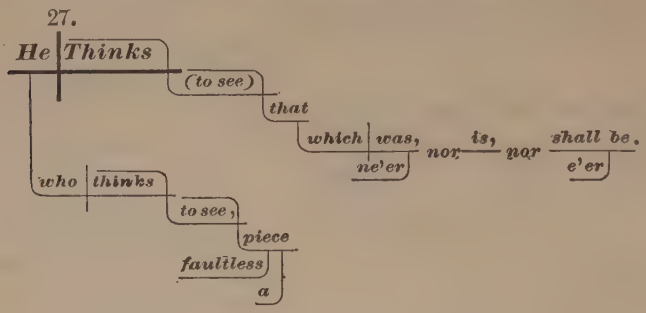
NOTE.—In 24, all between the dashes, to my mind, is a complex attendant element; "*that done*" is an abridged proposition, and modifies "*turned*" and "*clung;*" "*that*" is in the absolute case with the participle "*done.*" "*As*" is a relative pronoun. In 26, "*but*" is a co-ordinate introductory conjunction.

28. The Niobe of nations, there she stands,
Childless and crownless, in her voiceless woe;
An empty urn within her withered hands,
Whose holy dust was scattered long ago.
—*Byron.*

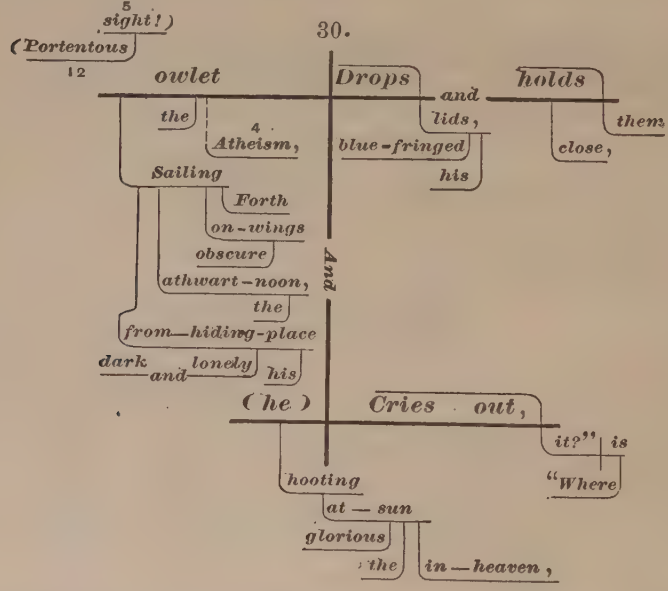


NOTE.—Some authors consider "*in her voiceless woe*" an adverbial element, modifying the verb "*stands.*"

27. Whoever thinks a faultless piece to see,
Thinks what ne'er was, nor is, nor e'er shall be.—*Pope.*



30. Forth from his dark and lonely hiding-place
(Portentous sight!) the owlet Atheism,
Sailing on obscure wings athwart the noon,
Drops his blue-fringed lids and holds them close,
And hooting at the glorious sun in heaven,
Cries out, "Where is it?"—*Coleridge.*

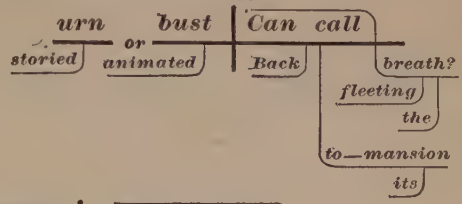


NOTE.—In 28, "*Niobe*" is in the absolute case by pleonasm; "*whose*" is a relative pronoun in the possessive case; "*long ago*" may be considered an inseparable adverbial phrase. In 30, "*sight*" is in the absolute case by exclamation; "*out*" may be parsed as an adverb; "*where is it?*" is the object of "*cries out;*" if "*close*" equals "*closed,*" it should be parsed as an adjective belonging to "*them.*"

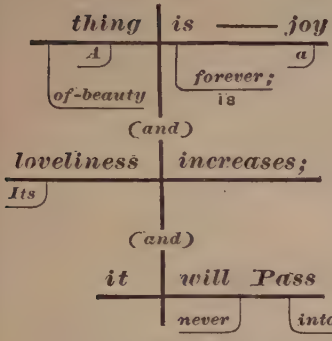
31. A thing of beauty is a joy forever;
Its loveliness increases; it will never
Pass into nothingness.—*Keats.*

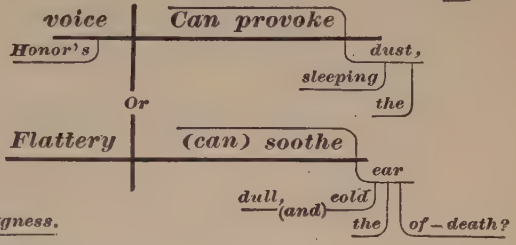
29. Can storied urn or animated bust
Back to its mansion call the fleeting breath?
Can Honor's voice provoke the sleeping dust,
Or Flattery soothe the dull, cold ear of death?—*Gray.*

29.



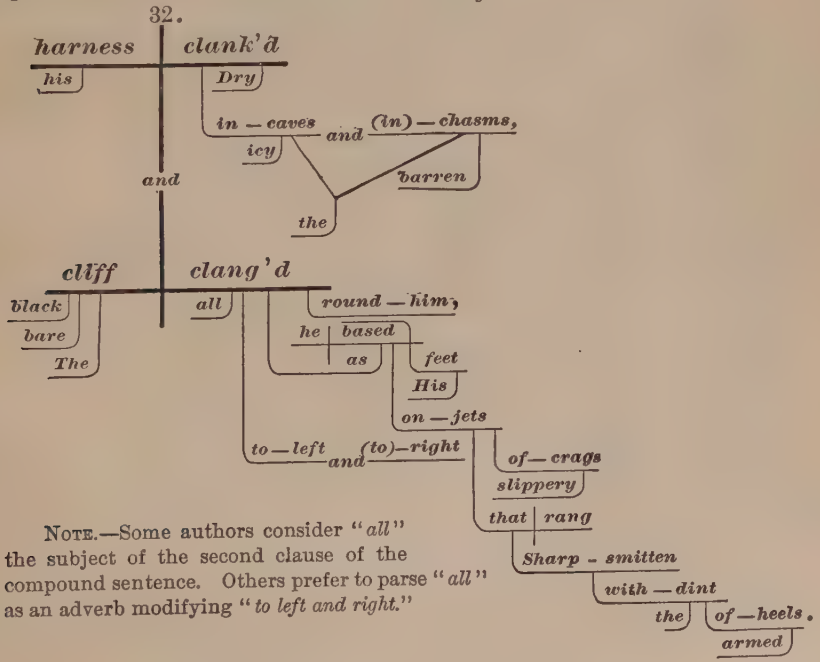
31.





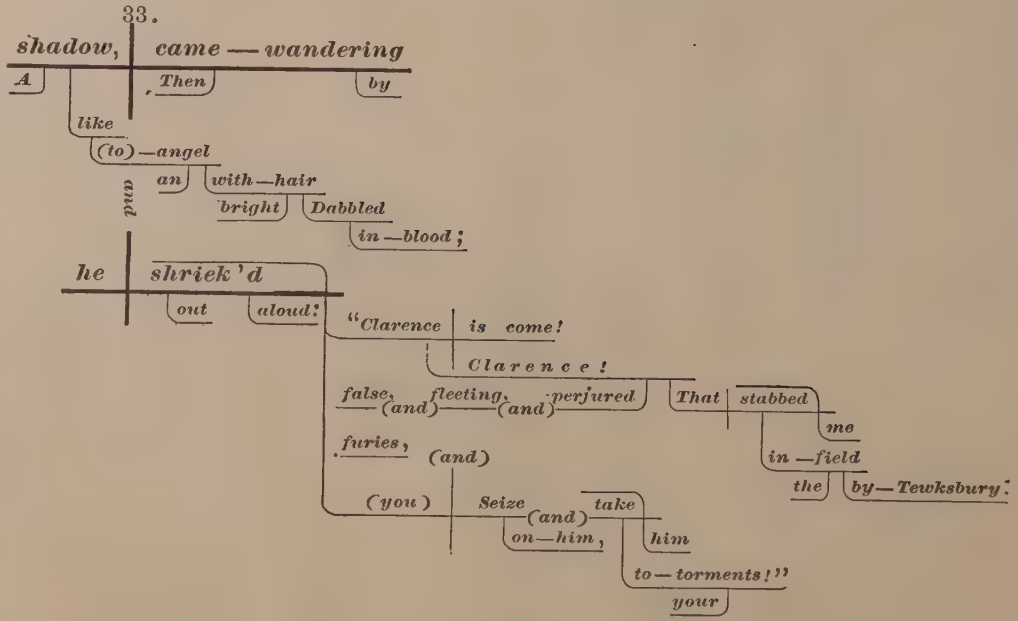
32. Dry clank'd his harness in the icy caves
And barren chasms, and all to left and right
The bare black cliff clang'd round him, as he based
His feet on jets of slippery crags that rang
Sharp-smitten with the dint of armed heels.—*Tennyson.*

32.



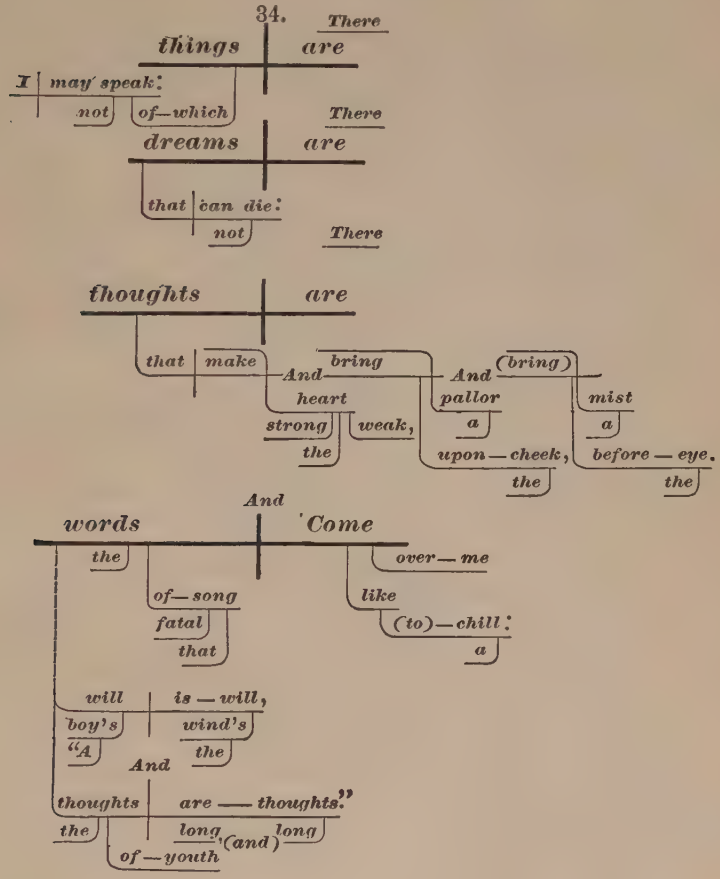
NOTE.—Some authors consider "*all*" the subject of the second clause of the compound sentence. Others prefer to parse "*all*" as an adverb modifying "*to left and right.*"

33. Then came wandering by
A shadow, like an angel with bright hair
Dabbled in blood; and he shriek'd out aloud:
"Clarence is come! false, fleeting, perjur'd Clarence!
That stabbed me in the field by Tewksbury:
Seize on him, furies, take him to your torments!"—*Shakespeare.*



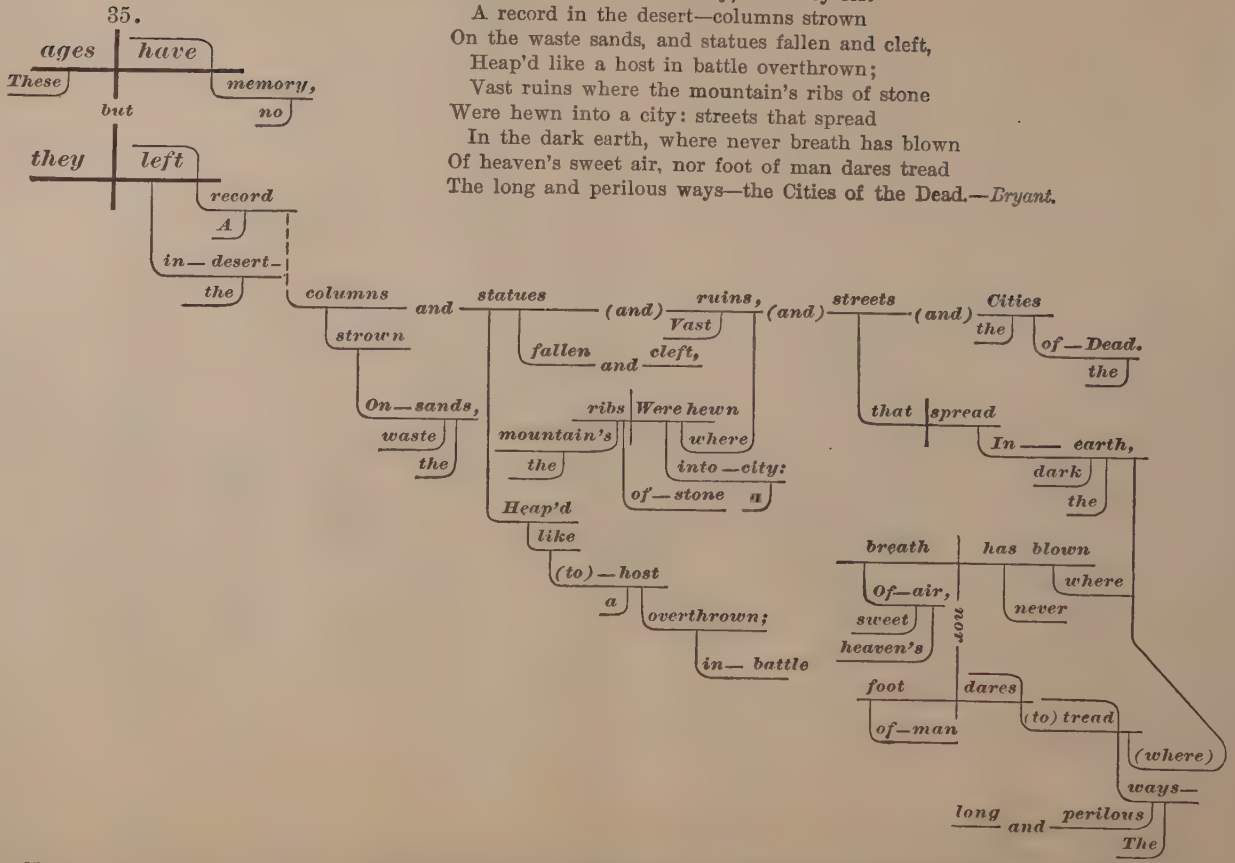
NOTE.—To my mind, "*came wandering*" is similar to "*lay dying;*" "*wandering*" is a participle in the predicate with "*came,*" and belongs to "*shadow.*" Some authors parse "*wandering*" as an adverb modifying "*came.*" "*Furies*" is feminine gender; second person; absolute case by direct address. All that follows the word "*aloud*" is a compound objective element, object of "*shriek'd.*" "*Shriek'd out*" may be parsed as a compound verb. "*Is come*" equals "*has come.*"

34. There are things of which I may not speak:
There are dreams that can not die:
There are thoughts that make the strong heart weak,
And bring a pallor upon the cheek,
And a mist before the eye.
And the words of that fatal song
Come over me like a chill:
"A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts."—*Longfellow.*



NOTE.—In 34, "*there*" at the beginning of each of the first three lines is an expletive adverb. The "*and*" after the period is an introductory conjunction. "*A boy's will is the wind's will, and the thoughts of youth are long, long thoughts*" is a compound sentence; it is an adjective element of the third class, and is in apposition with "*words.*"

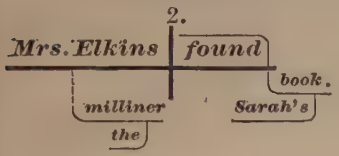
35. These ages have no memory, but they left
A record in the desert—columns strown
On the waste sands, and statues fallen and cleft,
Heap'd like a host in battle overthrown;
Vast ruins where the mountain's ribs of stone
Were hewn into a city: streets that spread
In the dark earth, where never breath has blown
Of heaven's sweet air, nor foot of man dares tread
The long and perilous ways—the Cities of the Dead.—*Bryant.*



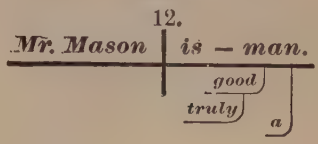
NOTE.—"*Columns*," "*statues*," "*ruins*," "*streets*," and "*Cities*" are in apposition with "*record*." "*Ways*" is the object of "(*to*) *tread*."

Harvey's Grammar, pages 141, 142, and 145. (Revised edition.)

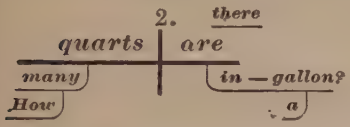
2. Mrs. Elkins, the milliner, found Sarah's book.



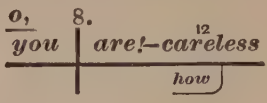
12. Mr. Mason is a truly good man.



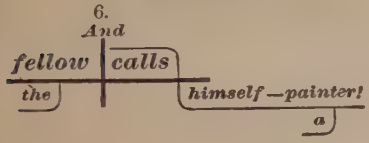
2. How many quarts are there in a gallon?



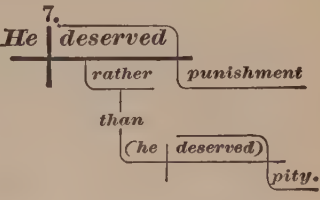
8. O, how careless you are!



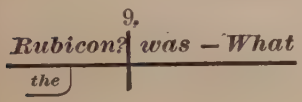
6. And the fellow calls himself a painter!



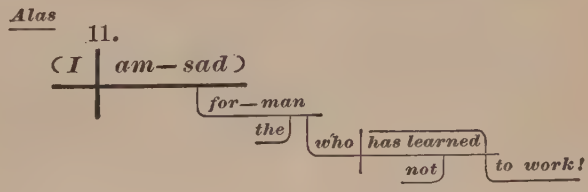
7. He deserved punishment rather than pity.



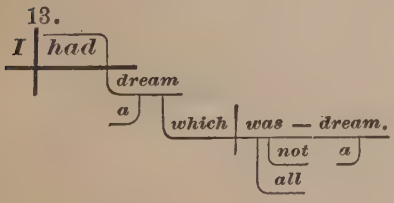
9. What was the Rubicon?



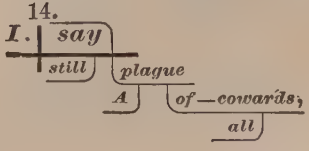
11. Alas for the man who has not learned to work!



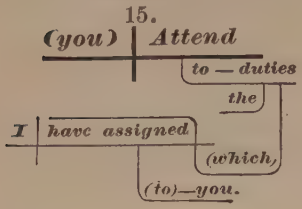
13. I had a dream which was not all a dream.—*Byron.*



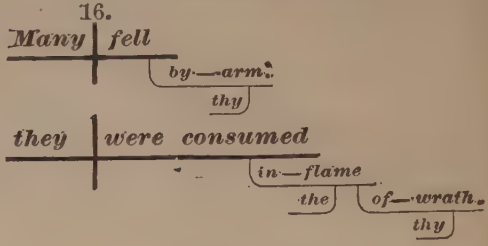
14. A plague of all cowards, still say I.—*Shakespeare.*



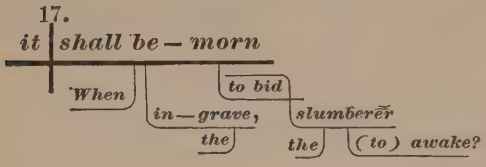
15. Attend to the duties I have assigned you.



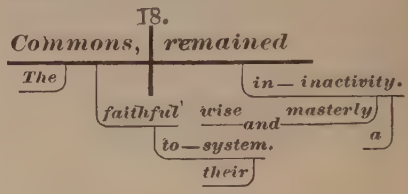
16. Many fell by thy arm: they were consumed in the flame of thy wrath.



17. When shall it be morn in the grave, to bid the slumberer awake?



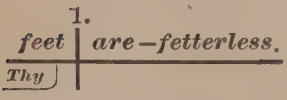
18. The Commons, faithful to their system, remained in a wise and masterly inactivity.—*Mackintosh.*



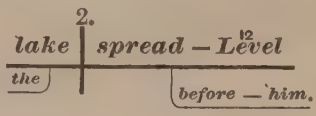
NOTE.—Many of the sentences on these pages are so simple that I have not diagrammed them. In 6, "*and*" is an introductory conjunction, and "*painter*" is an attributive object. In 9, "*what*" is an interrogative pronoun. In 11, "*alas*" is an interjection.

Harvey's Grammar, page 147. (Old edition, page 134.)

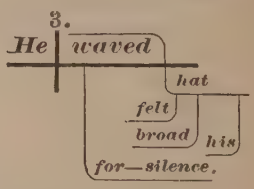
1. Thy feet are fetterless.



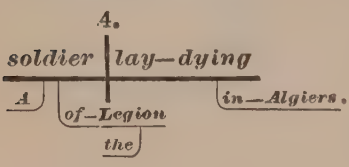
2. Level spread the lake before him.



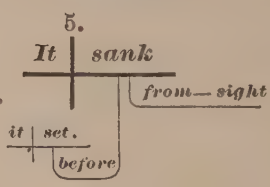
3. He waved his broad felt hat for silence.



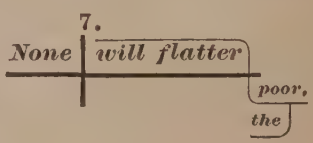
4. A soldier of the Legion lay dying in Algiers.



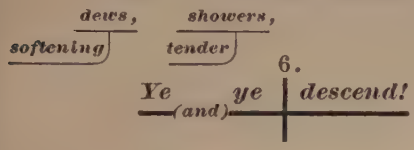
5. It sank from sight before it set.—*Whittier.*



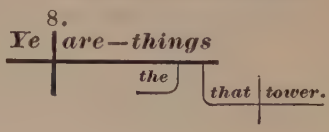
7. None will flatter the poor.



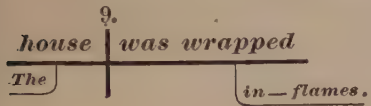
6. Ye softening dews, ye tender showers, descend!



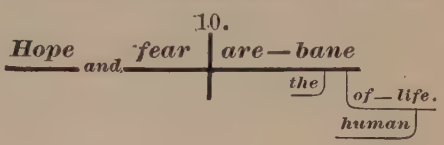
8. Ye are the things that tower.



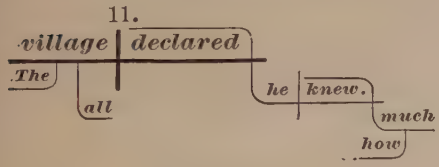
9. The house was wrapped in flames.



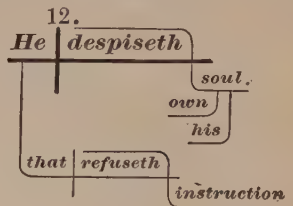
10. Hope and fear are the bane of human life.



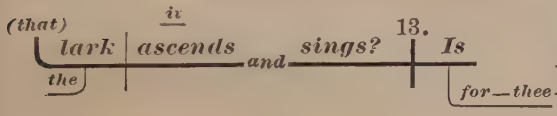
11. The village all declared how much he knew.—*Goldsmith.*



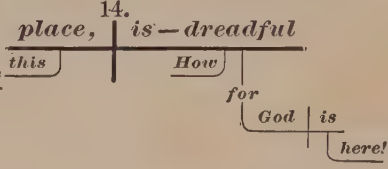
12. He that refuseth instruction despiseth his own soul.



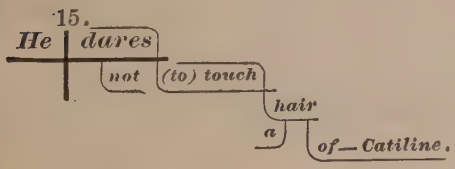
13. Is it for thee the lark ascends and sings?



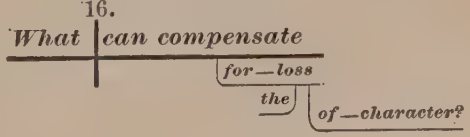
14. How dreadful is this place, for God is here!



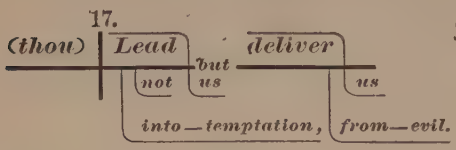
15. He dares not touch a hair of Catiline.



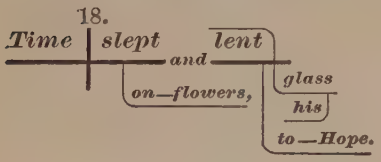
16. What can compensate for the loss of character?



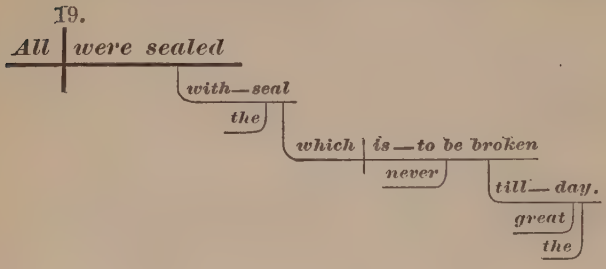
17. Lead us not into temptation, but deliver us from evil.



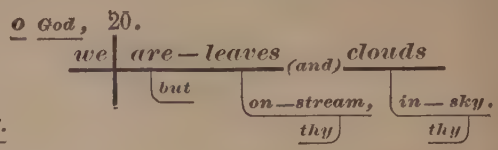
18. Time slept on flowers, and lent his glass to Hope.



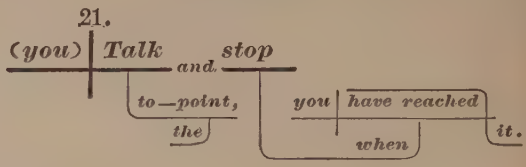
19. All were sealed with the seal which is never to be broken till the great day.



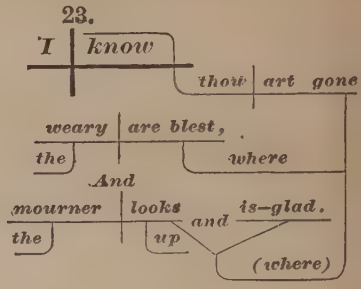
20. O God, we are but leaves on thy stream, clouds in thy sky.



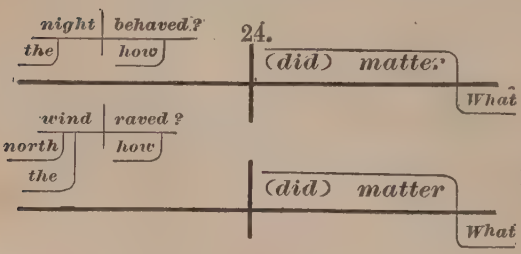
21. Talk to the point, and stop when you have reached it.

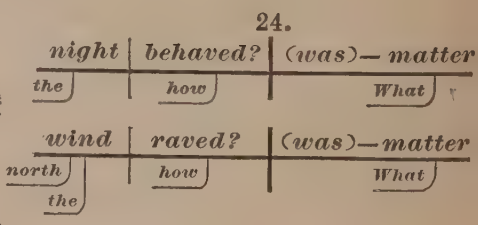


23. I know thou art gone where the weary are blest, And the mourner looks up and is glad.

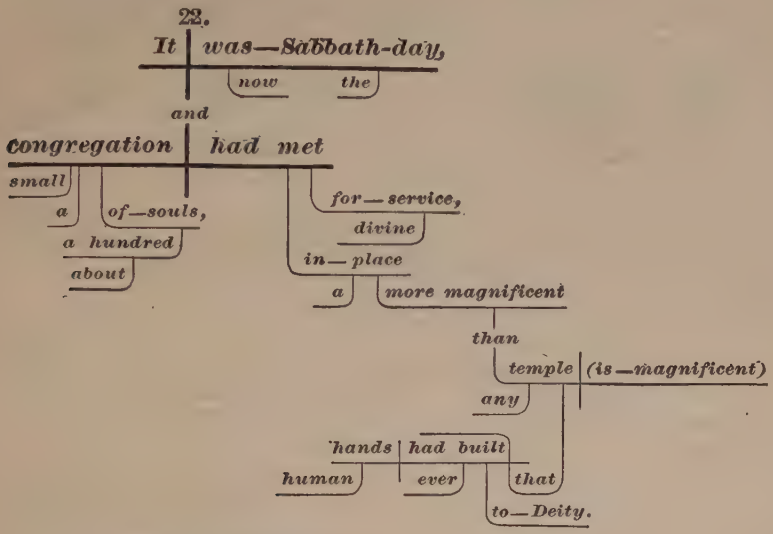


24. What matter how the night behaved?
What matter how the north wind raved?—*Whittier.*

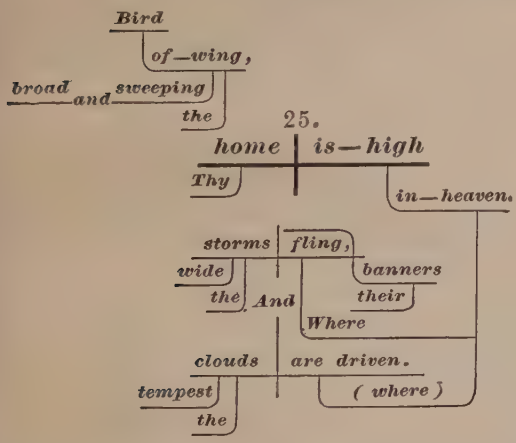




22. It was now the Sabbath-day, and a small congregation, of about a hundred souls, had met for divine service in a place more magnificent than any temple that human hands had ever built to Deity.—*Wilson.*



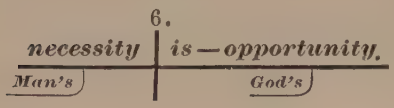
25. Bird of the broad and sweeping wing,
Thy home is high in heaven,
Where the wide storms their banners fling,
And the tempest clouds are driven.—*Percival.*



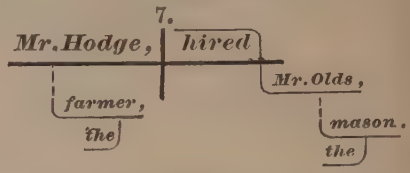
Note.—In 4, "*lay*" is a copulative verb, and "*dying*" is a present active participle, and as a predicate adjective belongs to "*soldier.*" In 13, "(*that*) *the lark ascends and sings*" is the subject; or, make "*it*" the subject, and put "(*that*) *the lark ascends and sings*" in apposition with it. In 14, some authors consider "*here*" a predicate adjective. Sentence 17 may be considered compound, if preferred. In 19, "*to be broken*" is a second class attribute, and is a predicate adjective. In 20, "*but*" is a modal adverb, and equals "*merely.*" In 22, the expression "*a hundred*" is a numeral adjective; "*about*" is an adverb, and modifies "*a hundred.*" In 23, "*is glad*" may be used as the predicate of another subordinate sentence if preferred. I have given two diagrams for 24; in one, "*matter*" is a noun in the predicate; in the other, "(*did*) *matter*" is a verb. Some consider 24 a compound sentence, and some think the two sentences are independent of each other. In my judgment, it is a compound sentence, but it is a loose sentence, and a connective need not be supplied in such sentences.

Harvey's Grammar, page 157. (Old edition, page 143.)

6. Man's necessity is God's opportunity.



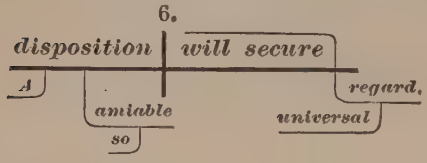
7. Mr. Hodge, the farmer, hired Mr. Olds, the mason.



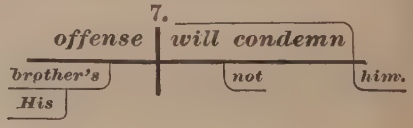
NOTE.—On page 155, "*director*," "*monitor*," "*day*," and "*leader*" are attributive objects. On page 159, "*amidships*" is an adverb and modifies "*struck*;" "*just*" is an adverb and modifies "*amidships*."

Harvey's Grammar, page 163. (Old edition, page 150.)

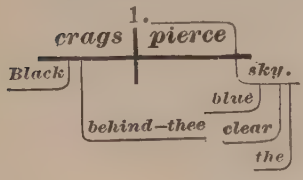
6. A disposition so amiable will secure universal regard.



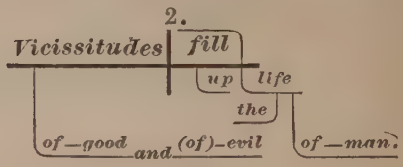
7. His brother's offense will not condemn him.



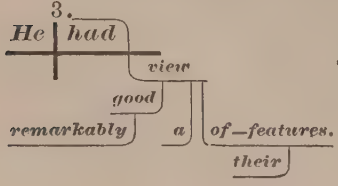
1. Black crags behind thee pierce the clear blue sky.



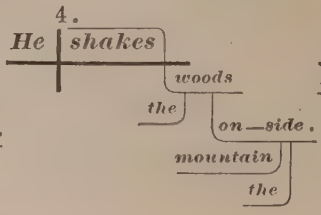
2. Vicissitudes of good and evil fill up the life of man.



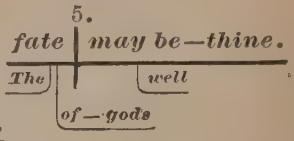
3. He had a remarkably good view of their features.



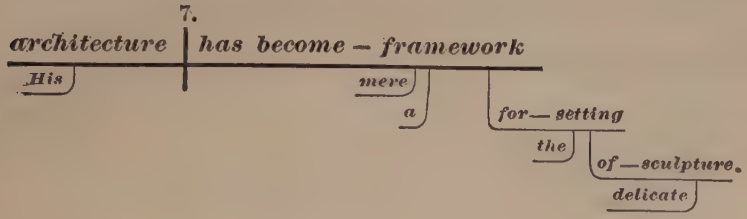
4. He shakes the woods on the mountain side.



5. The fate of gods may well be thine.

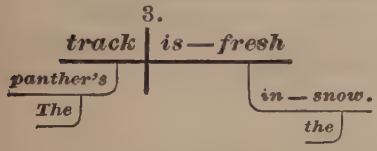


7. His architecture has become a mere framework for the setting of delicate sculpture. —*Ruskin.*

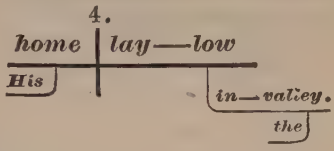


Harvey's Grammar, page 164. (Old edition, page 150.)

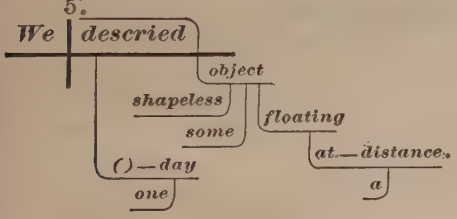
3. The panther's track is fresh in the snow.



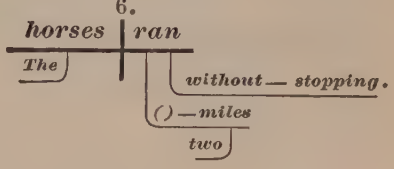
4. His home lay low in the valley.



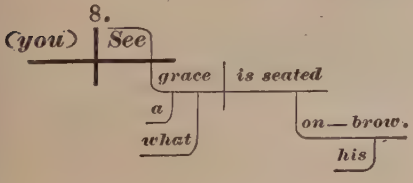
5. We one day descried some shapeless object floating at a distance.



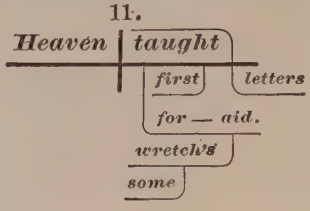
6. The horses ran two miles without stopping.



8. See what a grace is seated on his brow. —*Shakespeare.*

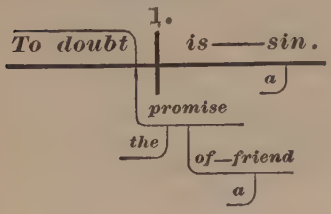


11. Heaven first taught letters for some wretch's aid.—*Pope.*

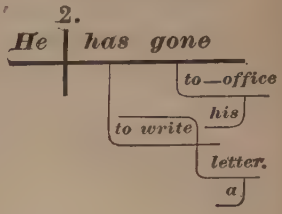


NOTE.—In 4, "*lay*" is a copulative verb; "*low*" is a predicate adjective. In 5, "*day*" is in the objective case without a governing word. In sentence 9, page 164, "*life*" is the subject; "*there*" is an expletive adverb.

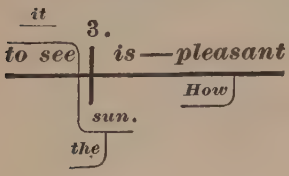
1. To doubt the promise of a friend is a sin.



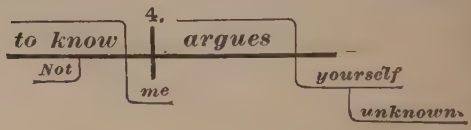
2. He has gone to his office to write a letter.



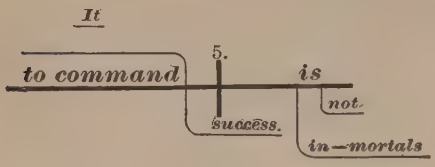
3. How pleasant it is to see the sun.



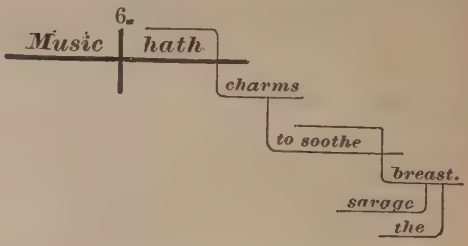
4. Not to know me argues yourself unknown. —*Milton.*



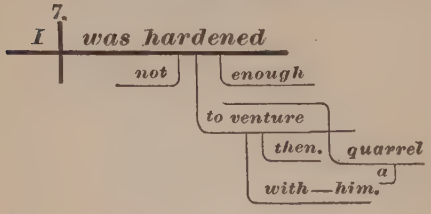
5. 'T is not in mortals to command success. —*Addison*



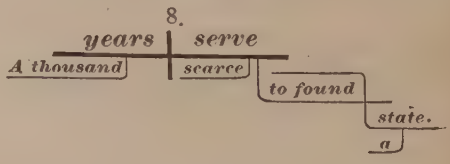
6. Music hath charms to soothe the savage breast. —*Congreve.*



7. I was not hardened enough to venture a quarrel with him.—*Cowley.*



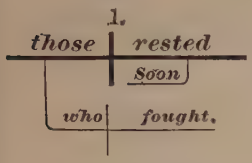
8. A thousand years scarce serve to found a state.—*Byron.*



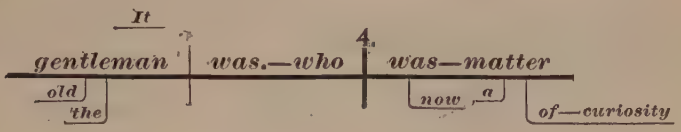
NOTE.—"*To doubt*," "*to see*," "*to know*," and "*to command*" are infinitives having the construction of nouns. "*To write*," "*to venture*," and "*to found*" have the construction of adverbs. "*A thousand*" is a numeral adjective.

Harvey's Grammar, page 166. (Old edition, page 155.)

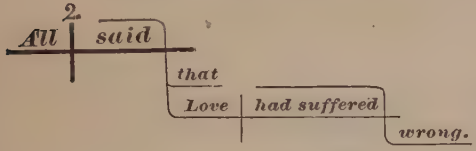
1. Soon rested those who fought.



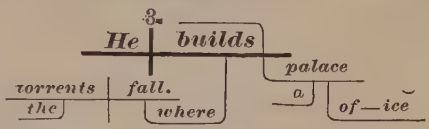
4. It was now a matter of curiosity who the old gentleman was.



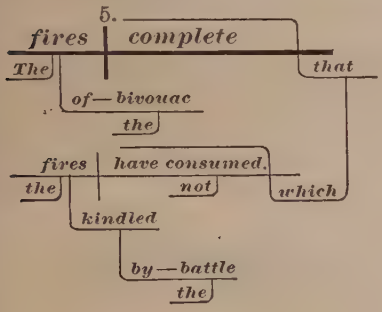
2. All said that love had suffered wrong.



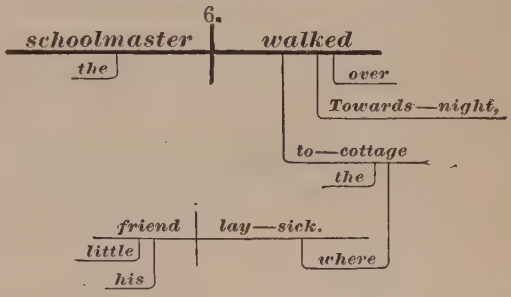
3. He builds a palace of ice where the torrents fall.



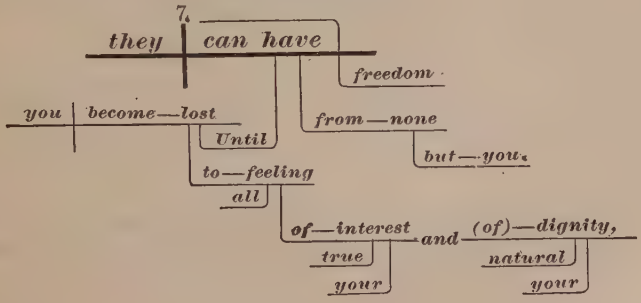
5. The fires of the bivouac complete what the fires kindled by the battle have not consumed.



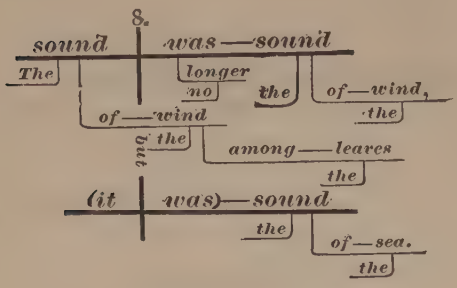
6. Towards night, the schoolmaster walked over to the cottage where his little friend lay sick.



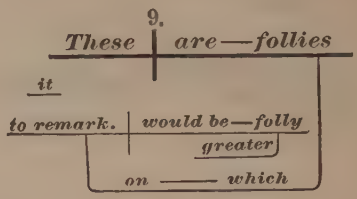
7. Until you become lost to all feeling of your true interest and your natural dignity, freedom they can have from none but you.—*Burke.*



8. The sound of the wind among the leaves was no longer the sound of the wind, but of the sea.—*Longfellow.*

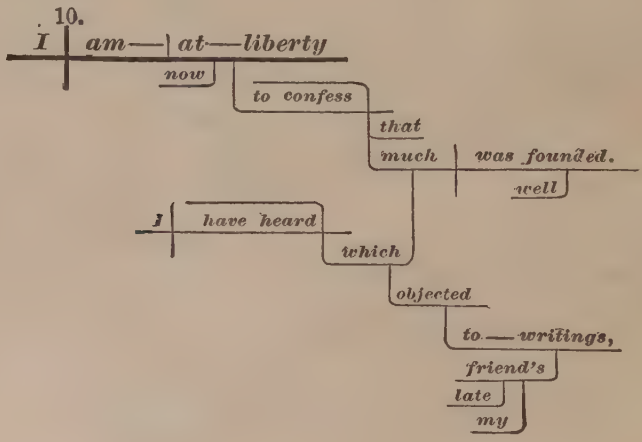


9. These are follies on which it would be greater folly to remark.—*Landor.*



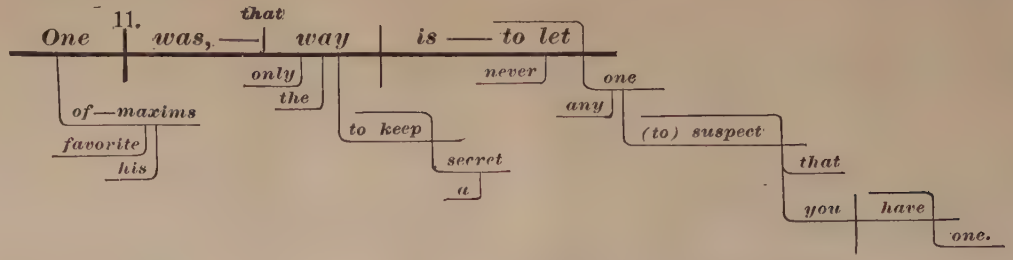
In 4, the clause "*who the old gentleman was,*" is the subject. In 6, "*lay*" is a copulative verb; "*sick*" is a predicate adjective and belongs to "*friend;*" "*where*" is a relative adverb, connecting the adjective clause to "*cottage,*" and modifying "*sick.*" In 7, "*become*" is also a copulative verb; "*lost*" is a predicate adjective and belongs to "*you.*"

10. I am now at liberty to confess that much which I have heard objected to my late friend's writings, was well founded.



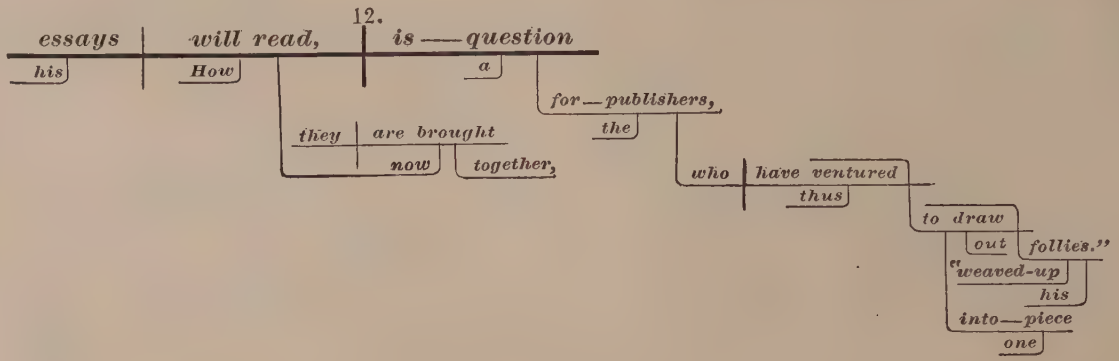
NOTE.—In 10, "*at liberty*" is an adjective element of the second class; it equals "*free.*" "*Now,*" and "*to confess,*" etc., are adverbial elements modifying the adjective phrase "*at liberty.*"

11. One of his favorite maxims was, that the only way to keep a secret is never to let any one suspect that you have one.



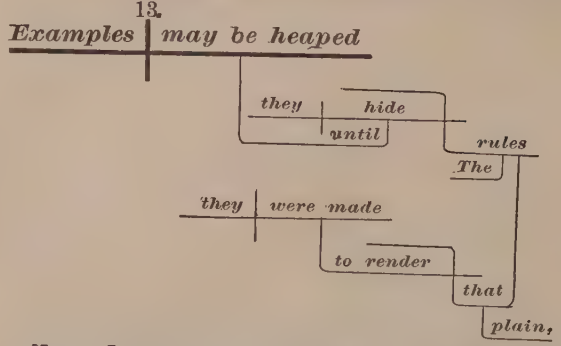
NOTE.—In 11, "*one*" is the subject of the principal proposition, and "*was*" is the copula; "*that the only way to keep a secret is never to let any one suspect that you have one*" is the attribute of the principal proposition. "*That*" is an introductory conjunction.

12. How his essays will *read*, now they are brought together, is a question for the publishers, who have thus ventured to draw out into one piece his "weaved-up follies."—*Lamb.*



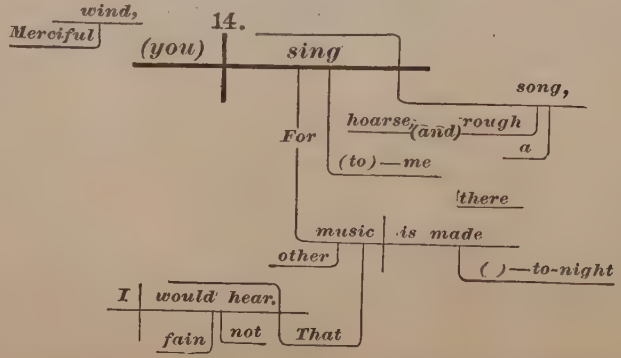
NOTE.—In 12, to my mind, "*now*" is a conjunctive adverb; "*how his essays will read, now they are brought together*" is the complex subject of the principal proposition; "*to draw out*" may be used together as a compound verb.

13. Examples may be heaped until they hide
The rules that they were made to render plain.

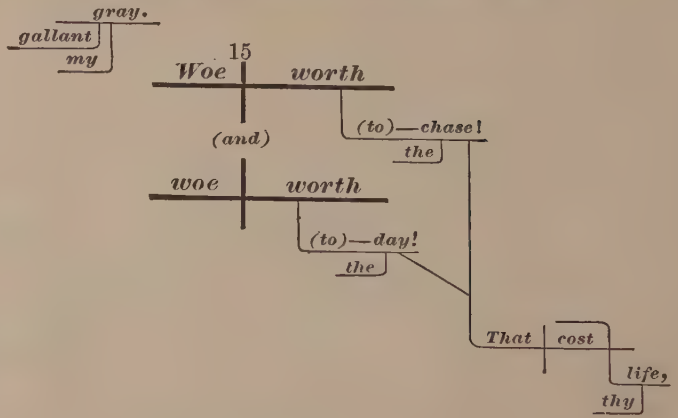


NOTE.—In 13, "*plain*" is an adjective; it belongs to the relative "*that*" representing the word "*rules.*" To my mind, sentence 15 is a compound sentence; "*worth*" is an old form of the imperative, and equals "*be.*"

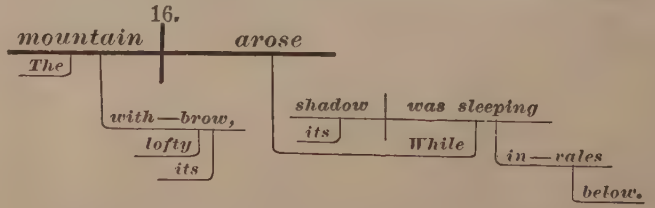
14. Merciful wind, sing me a hoarse, rough song,
For there is other music made to-night
That I would fain not hear.



15. Woe worth the chase! woe worth the day!
That cost thy life, my gallant gray.—*Scott.*



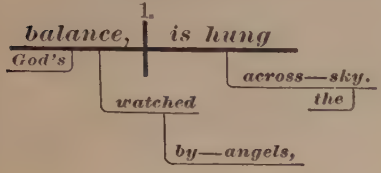
16. The mountain arose with its lofty brow,
While its shadow was sleeping in vales below.
—*Clark.*



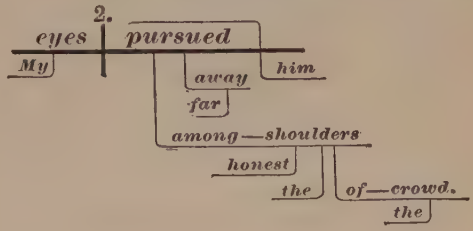
NOTE.—In 14, "*fain*" is an adverb; it equals the adverb "*gladly.*" In 18, page 150, old edition, in my judgment, "*to pass*" has the construction of a noun in the predicate with the passive verb "*was accustomed.*"

Harvey's Grammar, page 172. (Old edition, page 156.)

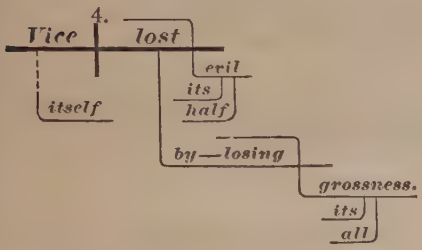
1. God's balance, watched by angels, is hung across the sky.



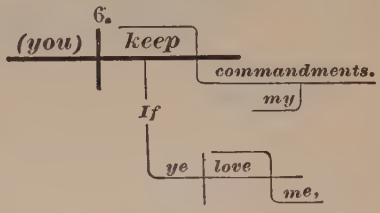
2. My eyes pursued him far away among the honest shoulders of the crowd.



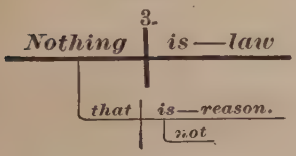
4. Vice itself lost half its evil by losing all its grossness.



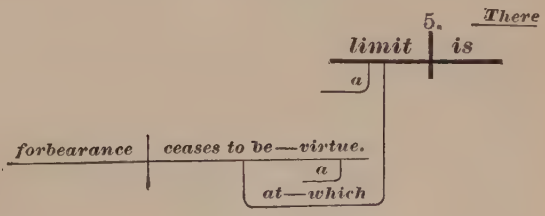
6. If ye love me, keep my commandments.



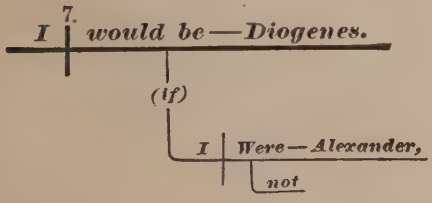
3. Nothing is law that is not reason.



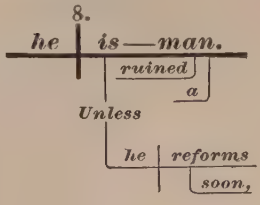
5. There is a limit at which forbearance ceases to be a virtue.



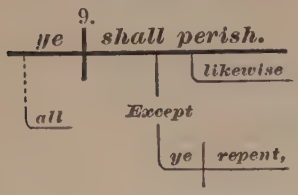
7. Were I not Alexander, I would be Diogenes.



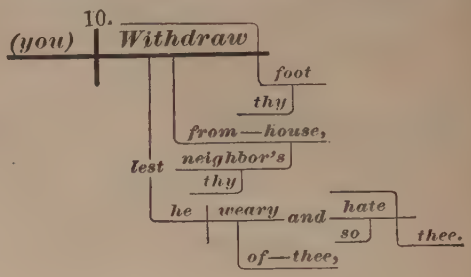
8. Unless he reforms soon, he is a ruined man.



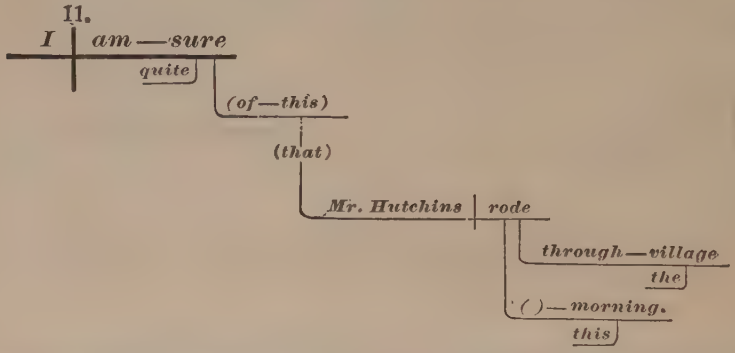
9. Except ye repent, ye shall all likewise perish.



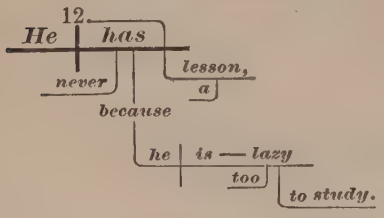
10. Withdraw thy foot from thy neighbor's house, lest he weary of thee, and so hate thee.



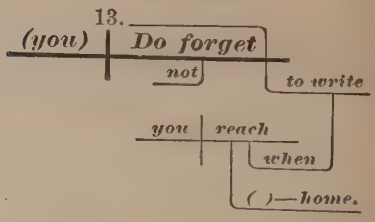
11. I am quite sure Mr. Hutchins rode through the village this morning.



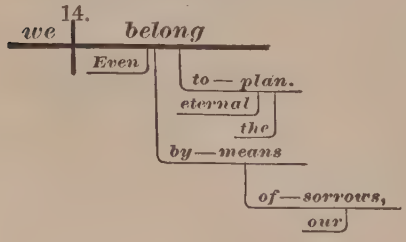
12. He never has a lesson because he is too lazy to study.



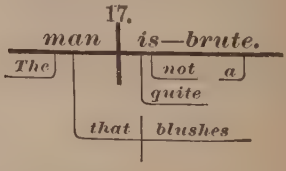
12. Do not forget to write when you reach home.



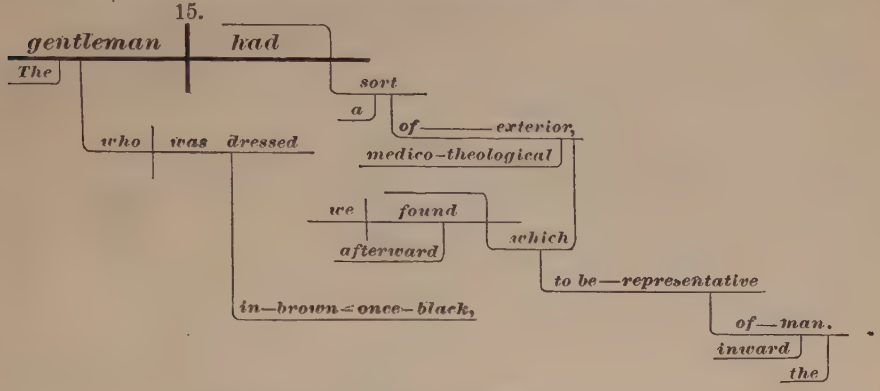
14. Even by means of our sorrows, we belong to the eternal plan.



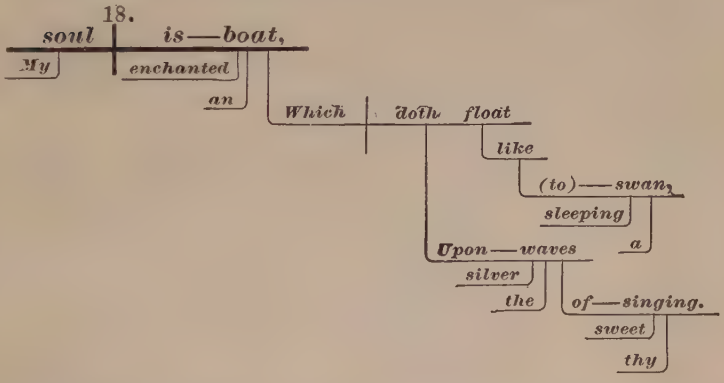
17. The man that blushes is not quite a brute.—*Young.*



15. The gentleman who was dressed in brown-once-black, had a sort of medico-theological exterior, which we afterward found to be representative of the inward man.

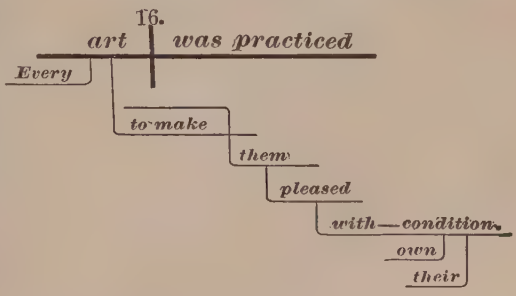


18. My soul is an enchanted boat,
Which, like a sleeping swan, doth float
Upon the silver waves of thy sweet singing.—*Shelley.*



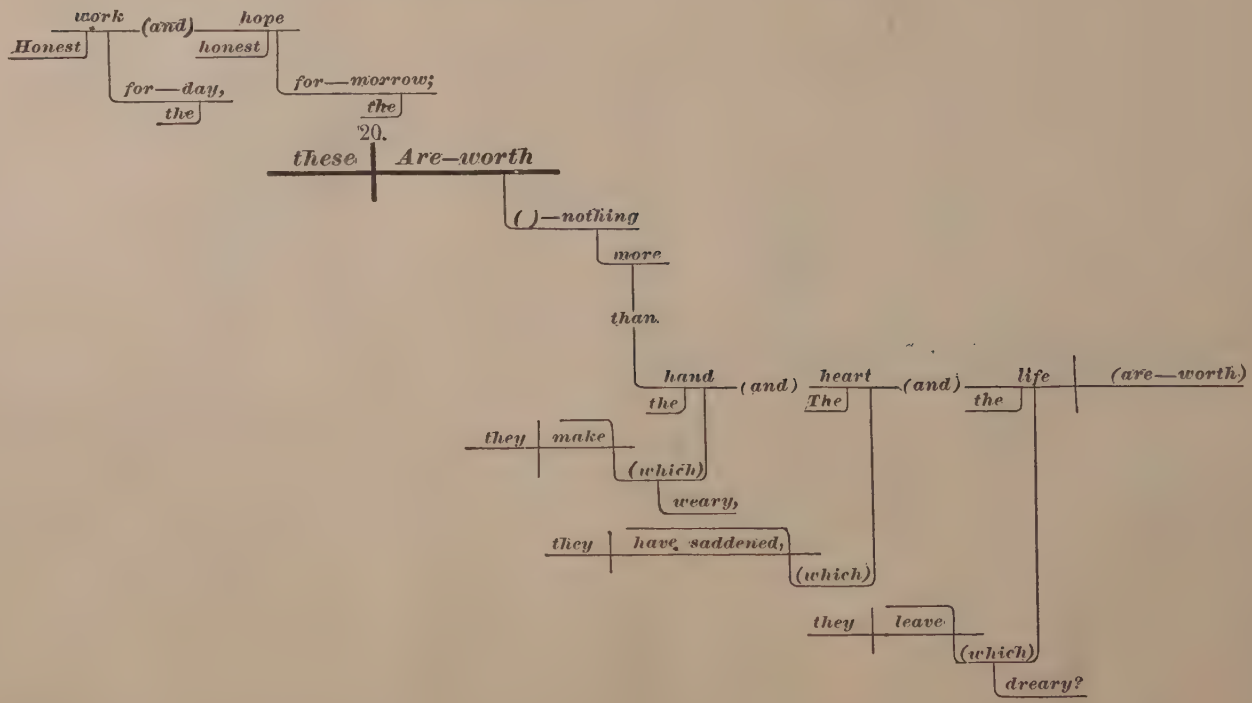
NOTE.—In 4, "*losing*" is a participle with the construction of a noun; as a noun, it is the object of the preposition "*by;*" as a verb, it governs its object "*grossness.*" In 5, "*There*" is an expletive adverb; "*virtue*" is nominative case in the predicate after the complex copula "*ceases to be;*" "*at which*" modifies "*ceases to be.*" In 8, the clause "*unless he reforms soon*" can modify the adjective "*ruined.*" In 11, to my mind, "*that Mr. Hutchins rode through the village this morning*" is a substantive clause, and is an adjective element of apposition modifying some word understood, as indicated by the diagram. In 13, "*home*" is a noun, and is in the objective case without a governing word. In 14, "*even*" is an adverb, and is used in the sense of "*as is not to be expected;*" it modifies "*belong.*" In 15, "*brown-once-black*" is a noun; it is the object of the preposition "*in;*" "*representative*" is a predicate adjective in the abridged expression "*to be representative of the inward man.*" "*To be*" is a verb; neuter; copulative; irregular; infinitive mode; present absolute tense; has no voice; and is here used to introduce the adjective phrase "*to be representative,*" etc. In 17, "*quite*" is an adverb; equals "*completely*" or "*entirely.*"

16. Every art was practised to make them pleased with their own condition.—*Johnson.*



20. (Old edition.)

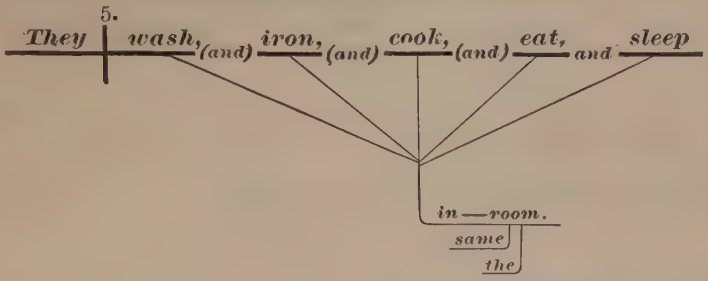
Honest work for the day, honest hope for the morrow;
Are these worth nothing more than the hand they make weary,
The heart they have saddened, the life they leave dreary?



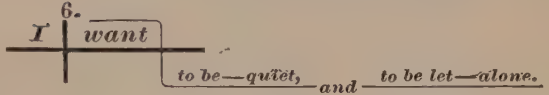
NOTE.—In 20, "*honest work for the day, honest hope for the morrow,*" is a compound attendant element. To my mind, "*worth*" is a predicate adjective; "*nothing*" is in the objective case without a governing word; "*hand,*" "*heart,*" and "*life*" are in the nominative case to "*are*" understood.

Harvey's Grammar, page 174. (Old edition, page 158.)

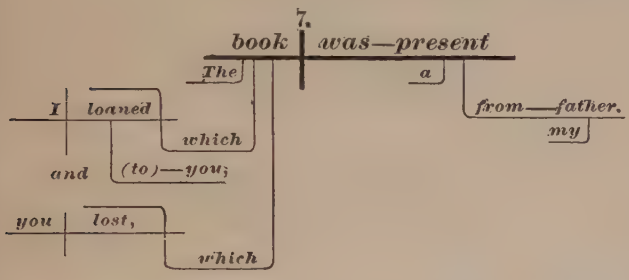
5. They wash, iron, cook, eat, and sleep in the same room.



6. I want to be quiet, and to be let alone.

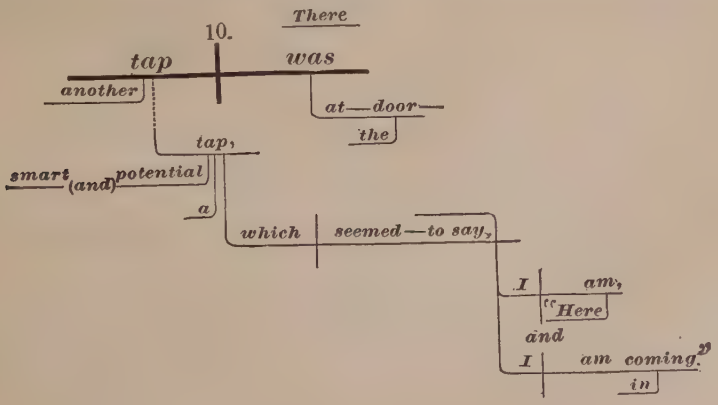


7. The book which I loaned you, and which you lost, was a present from my father.

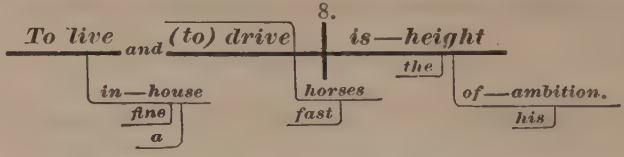


NOTE.—In sentence 1, "*and*" connects the compound subject "*exercise*" and "*temperance.*" In 2, "*and*" connects the predicate adjectives "*bright*" and "*lovely.*" In 3, "*Neither*" introduces the sentence, and "*nor*" connects "*old*" and "*infirm.*" In 4, "*but*" connects the predicate adjectives "*angry*" and "*excited.*" In 6, "*quiet*" and "*alone*" are adjectives, and belong to "*I.*"

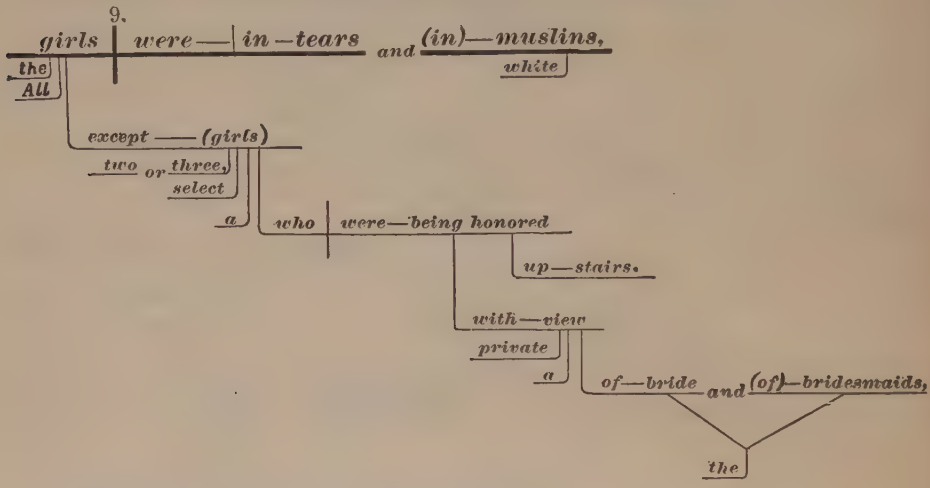
10. There was another tap at the door—a smart, potential tap, which seemed to say, "Here I am, and in I'm coming."



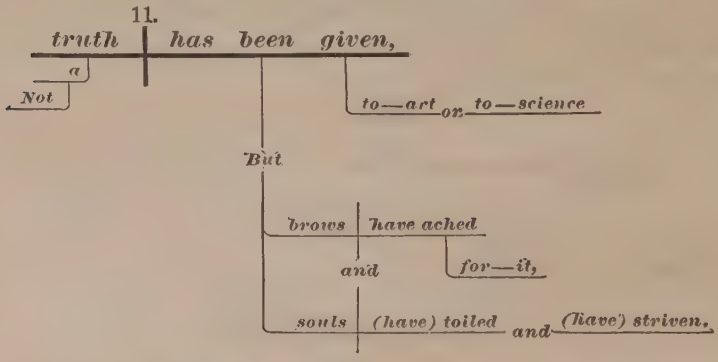
8. To live in a fine house and drive fast horses is the height of his ambition.



9. All the girls were in tears and white muslins, except a select two or three, who were being honored with a private view of the bride and bridesmaids, upstairs.



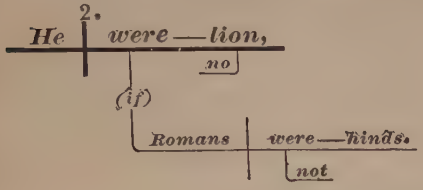
11. Not a truth has to art or to science been given,
But brows have ached for it, and souls toiled and striven.—*Lytton.*



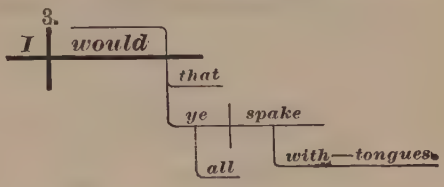
NOTE.—In 9, "*and*" connects the predicate phrases, "*in tears*" and "(*in*) *white muslins.*" I consider "*were*" a copulative verb, and "*being honored*" a compound participle having the construction of a predicate adjective. "*Up stairs*" *may* be considered a modifier of "*view.*" In 11, in my judgment, "*a*" is an adjective, equals "*one,*" and "*not*" is an adverb modifying the adjective "*a.*" Some grammarians parse "*not a*" as an adjective belonging to "*truth.*" In this sentence, "*but*" is a subordinate conjunction, equals "*unless*" or "*except.*"

Harvey's Grammar, page 177. (Old edition, page 160.)

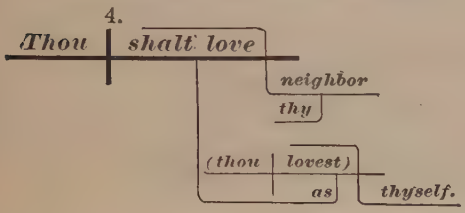
2. He were no lion, were not Romans hinds.



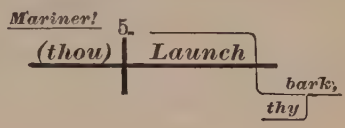
3. I would that ye all spake with tongues.



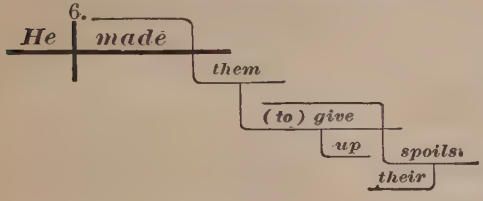
4. Thou shalt love thy neighbor as thyself.



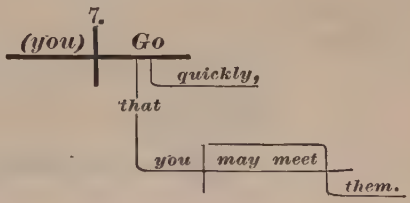
5. Launch thy bark, Mariner!



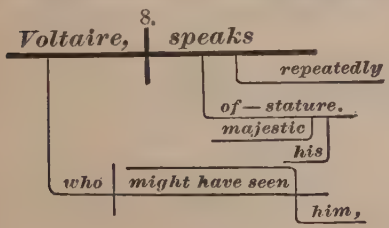
6. He made them give up their spoils.



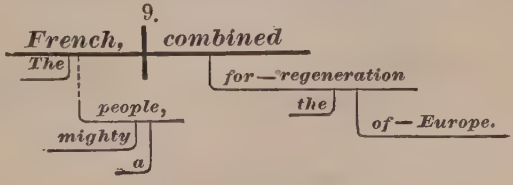
7. Go quickly, that you may meet them.



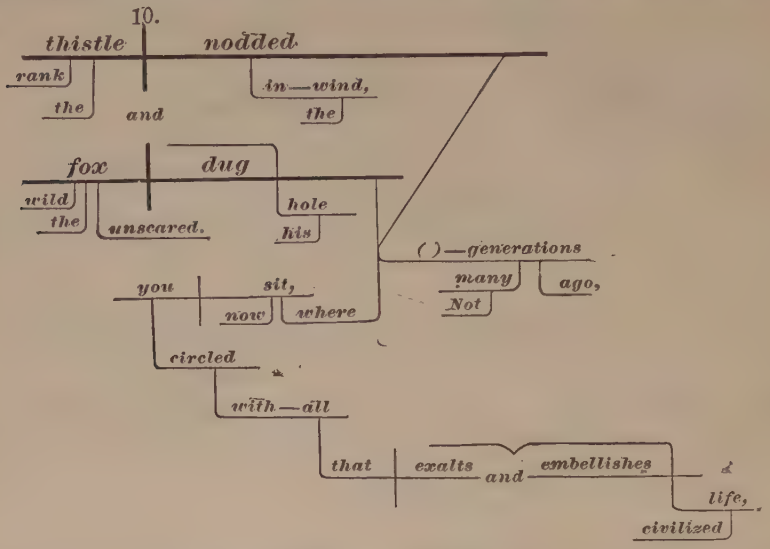
8. Voltaire, who might have seen him, speaks repeatedly of his majestic stature.



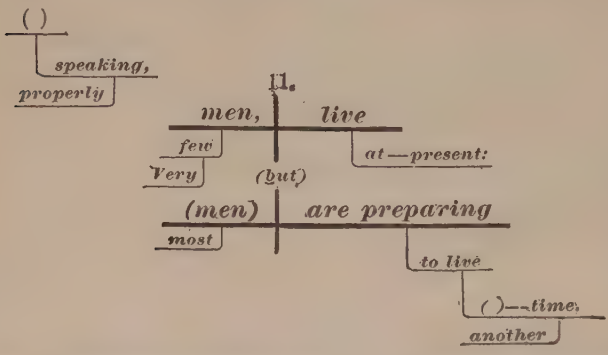
9. The French, a mighty people, combined for the regeneration of Europe.



10. Not many generations ago, where you now sit, circled with all that exalts and embellishes civilized life, the rank thistle nodded in the wind, and the wild fox dug his hole unscared.—*Sprague.*

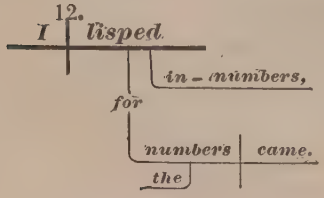


11. Very few men, properly speaking, live at present: most are preparing to live another time.

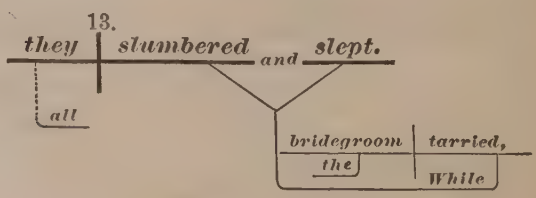


Note.—In 10, the phrase, "*not many generations ago,*" modifies "*nodded*" and "*dug;*" or "*ago*" may be considered an adverb modifying "*nodded*" and "*dug,*" and "*not many generations*" would then modify "*ago.*" "*Where*" connects the subordinate proposition to "*nodded*" and "*dug;*" "*generations*" is in the objective case without a governing word. In 11, "*properly speaking*" is a complex attendant element.

12. I lisped in numbers, for the numbers came.

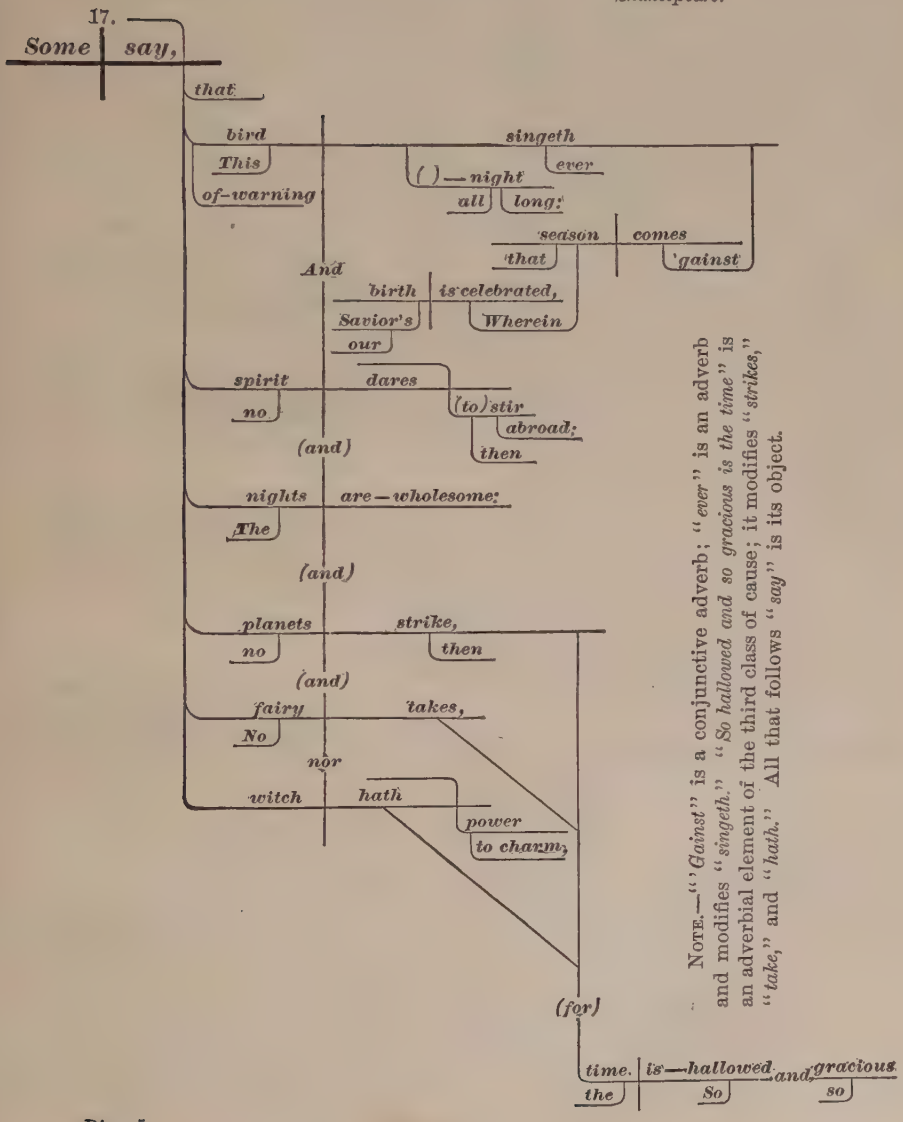


13. While the bridegroom tarried, they all slumbered and slept.



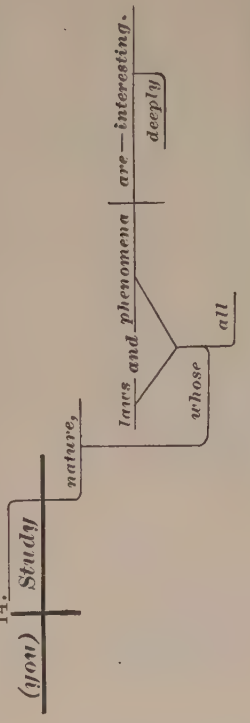
17. Some say, that ever 'gainst that season comes
Wherein our Savior's birth is celebrated,
This bird of warning singeth all night long:
And then no spirit dares stir abroad;
The nights are wholesome: then no planets strike,
No fairy takes, nor witch hath power to charm,
So hallowed and so gracious is the time.

—*Shakespeare.*

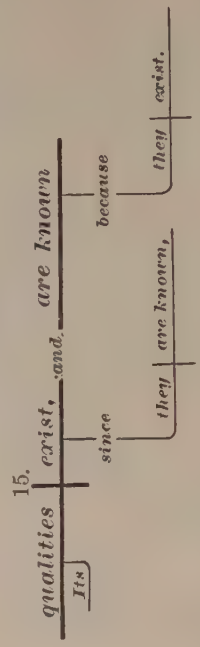


NOTE.—"'Gainst" is a conjunctive adverb; "*ever*" is an adverb and modifies "*singeth.*" "*So hallowed and so gracious is the time*" is an adverbial element of the third class of cause; it modifies "*strikes,*" "*take,*" and "*hath.*" All that follows "*say*" is its object.

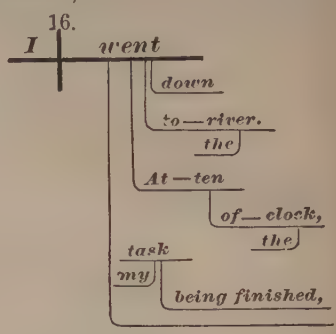
14. Study nature, whose laws and phenomena are all deeply interesting.



15. Its qualities exist, since they are known and are known because they exist.



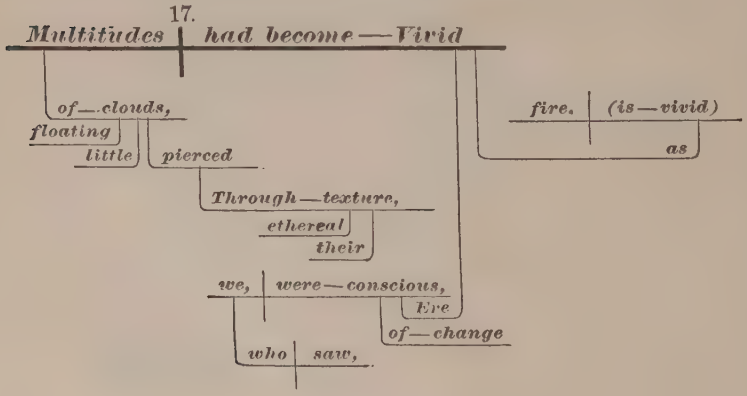
16. At ten o'clock, my task being finished, I went down to the river.



NOTE.—In 14, "*whose*" is a relative pronoun limiting "*laws*" and "*phenomena,*" and connecting the subordinate proposition to "*nature.*" "*All*" is an adjective, and belongs to "*laws*" and "*phenomena.*" Sentence 15 may be considered compound, if preferred. In 16, "*my task being finished*" is an abridged proposition modifying "*went;*" "*task*" is in the absolute case with the participle "*being finished.*" "*O'clock*" equals "*of the clock.*"

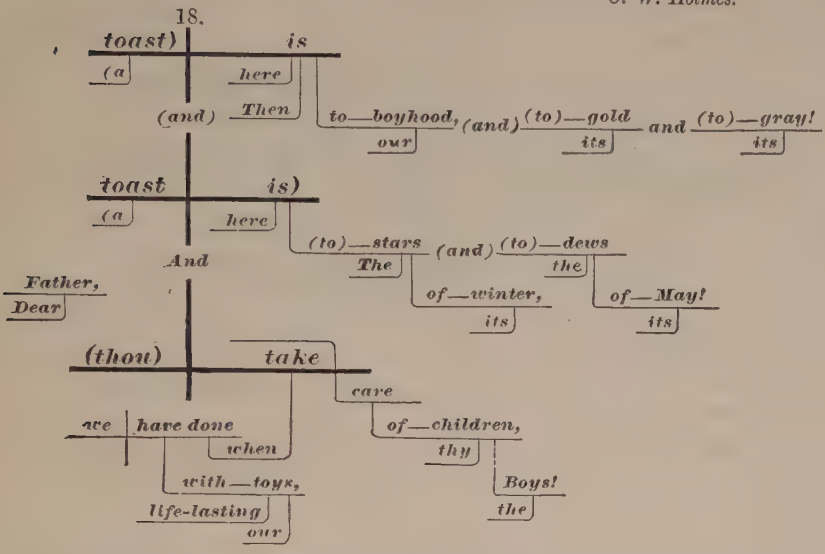
Harvey's Grammar, pages 180 and 181. (Old edition, page 162.)

17. Multitudes of little floating clouds,
Ere we, who saw, of change were conscious, pierced
Through their ethereal texture, had become
Vivid as fire.—*Wordsworth.*

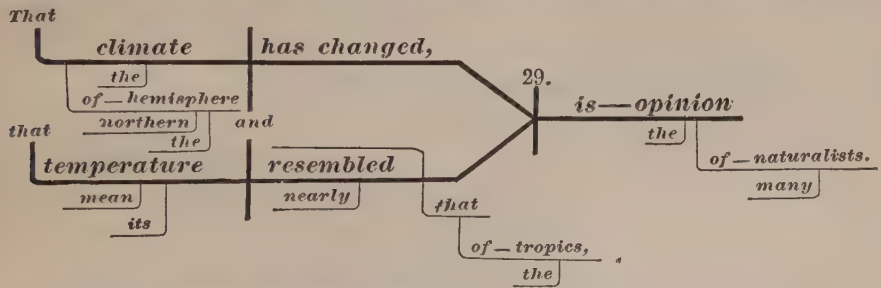


NOTE.—In 13, "*there*" is an expletive adverb; "*hope*" is the subject of the second sentence; "*than (hope) of him (is)*" is an adverbial element of the third class modifying the adjective "*more.*" In 14, "*somewhat*" is an adverb and modifies the adjective "*fond*" understood. In 15, "*than I (am old)*" modifies the predicate adjective "*older.*" In 17, "*had become*" is a copulative verb.

18. Then here's to our boyhood, its gold and its gray!
The stars of its winter, the dews of its May!
And when we have done with our life-lasting toys,
Dear Father, take care of thy children, THE BOYS!
—*O. W. Holmes.*

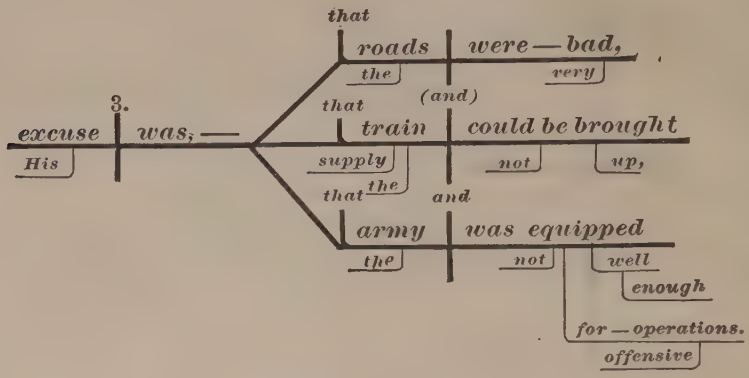


29. That the climate of the northern hemisphere has changed, and that its mean temperature nearly resembled that of the tropics, is the opinion of many naturalists.—*Lyell.*

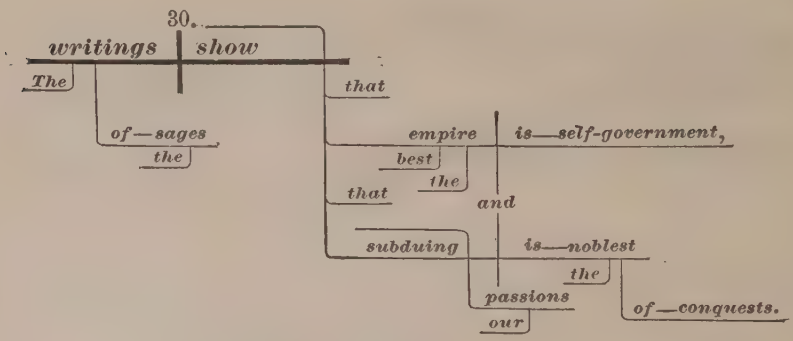


NOTE.—In 19, "*wisdom, judgment, prudence, and firmness*" is the compound subject. In 20, "*natural, amusing, and healthy*" is the compound attribute; they are predicate adjectives. In 21, "*mind, judgment, and imagination,*" with the modifiers, is a compound complex objective element. In 22, "*good, faithful, and generous*" is a compound adjective element; it modifies "*boy.*" In 23, "*fearfully and wonderfully*" is a compound adverbial element; it modifies "*is made.*" In 24, "*to love God and to do good to men*" is the complex compound subject, it is a second class element. In 25, "*expands and elevates*" is the simple compound predicate. In 26, "*to labor and to wait*" is a compound objective element of the second class. In 27, "*of indolence and (of) improvidence*" is a compound objective element of the second class, and modifies "*advocate.*" In 28, "*in reading, in writing a journal, and in studying navigation*" is a compound complex adverbial element of the second class, of manner. In 29, we have a compound sentence used as the subject of the proposition.

3. (Old edition.) His excuse was, that the roads were very bad, that the supply train could not be brought up, and that the army was not well enough equipped for offensive operations.

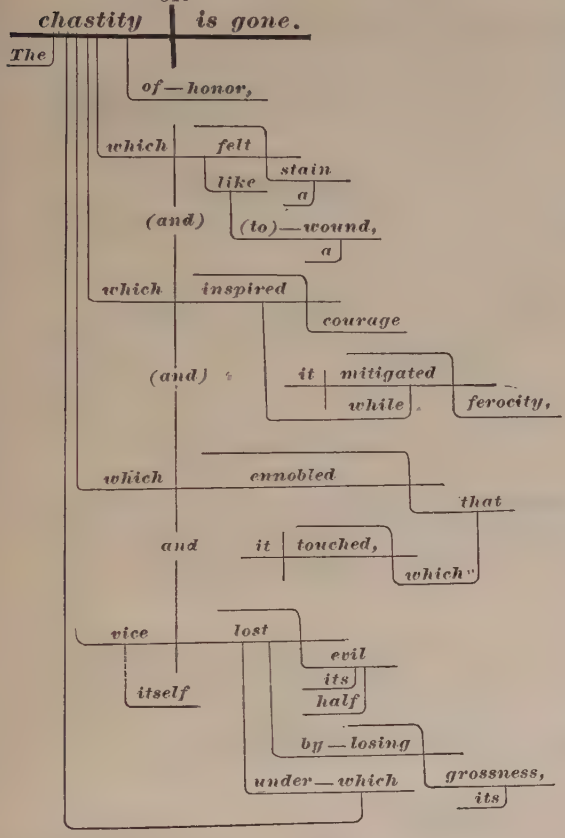


30. The writings of the sages show that the best empire is self-government, and that subduing our passions is the noblest of conquests.



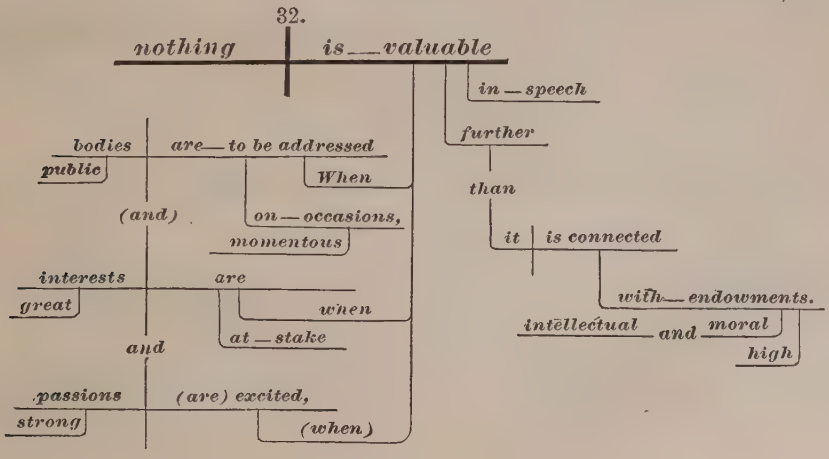
NOTE.—In 3, the compound sentence is used as the attribute of the proposition. In 30, the compound sentence is the object. In each of these sentences, "*that*" is an introductory conjunction.

31.



31. The chastity of honor, which felt a stain like a wound, which inspired courage while it mitigated ferocity, which ennobled whatever it touched, and under which vice itself lost half its evil by losing its grossness, is gone.—*Burke.*

32.

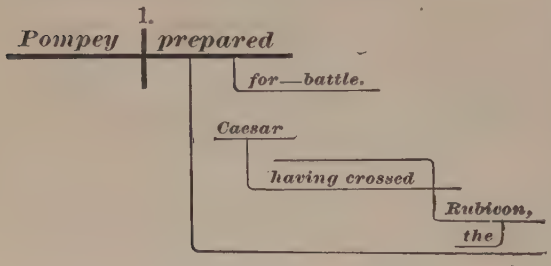


32. When public bodies are to be addressed on momentous occasions, when great interests are at stake and strong passions excited, nothing is valuable in speech further than it is connected with high intellectual and moral endowments.—*Webster.*

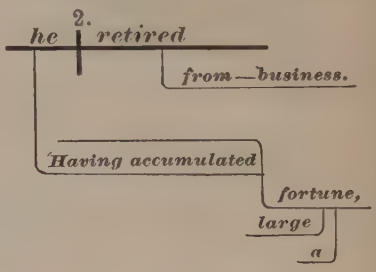
NOTE.—In 31, "*chastity*" is modified by a compound adjective element of the third class. In 32, the adjective "*valuable*" is modified by a compound adverbial element of the third class, of time.

Harvey's Grammar, page 184. (Old edition, page 165.)

1. Cæsar having crossed the Rubicon, Pompey prepared for battle.



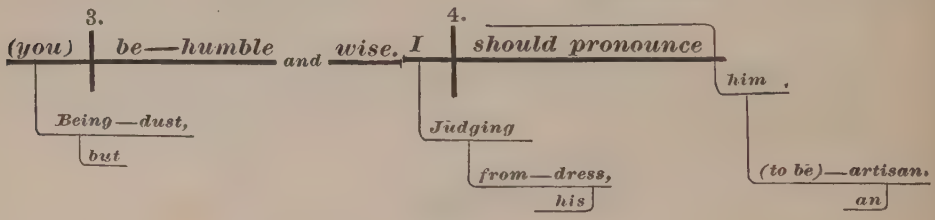
2. Having accumulated a large fortune, he retired from business.



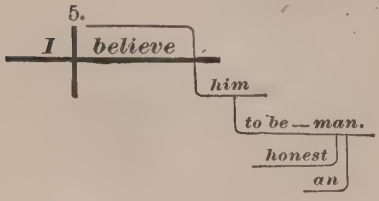
NOTE.—"*Cæsar having crossed the Rubicon*" is an abridged proposition; it modifies "*prepared.*"

3. Being but dust, be humble and wise.

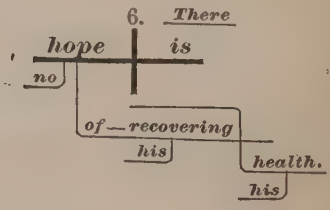
4. Judging from his dress, I should pronounce him an artisan.



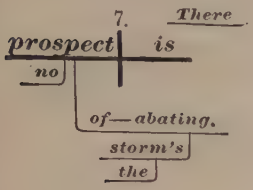
5. I believe him to be an honest man.



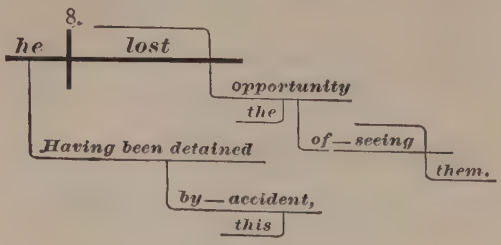
6. There is no hope of his recovering his health.



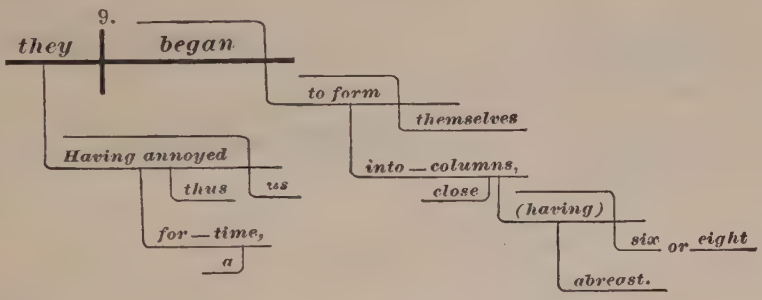
7. There is no prospect of the storm's abating.



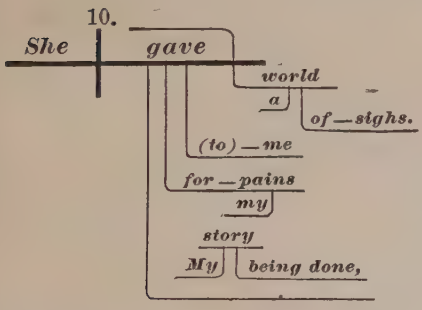
8. Having been detained by this accident, he lost the opportunity of seeing them.



9. Having annoyed us thus for a time, they began to form themselves into close columns, six or eight abreast.—*Jane Taylor.*



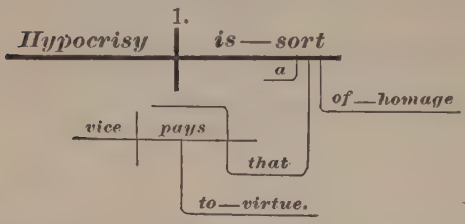
10. My story being done,
She gave me for my pains a world of sighs.—*Shakespeare.*



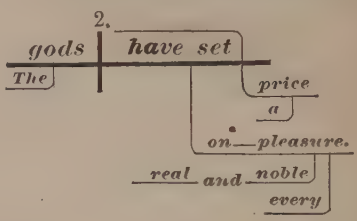
NOTE.—Notice that the abridged expression in sentences 2, 3, 4, 8, and 9 becomes an adverbial element when expanded. The reason that these adverbial clauses, when abridged, become adjective elements, is that the subjects of the principal and subordinate clauses denote the same person or thing; and when the subject of the subordinate clause is dropped, by abridgment, the abridged expression modifies the subject of the principal clause denoting the same person or thing. In sentence 3, "*but*" is a modal adverb modifying "*being;*" "*dust*" is a noun in the nominative case after "*being.*" In 4 and 5, "*artisan*" and "*man*" are in the objective case. (See Harvey's Practical Grammar, page 182, Revised Edition.) In 10, "*My story being done*" is an abridged proposition; it is an adverbial element of the first class and modifies "*gave.*" "*Story*" is in the absolute case with the participle "*being done.*"

Harvey's Grammar, page 187. (Old edition, page 168.)

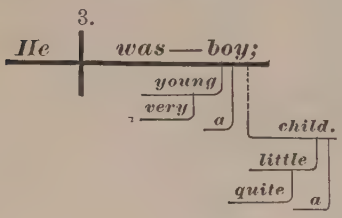
1. Hypocrisy is a sort of homage that vice pays to virtue.



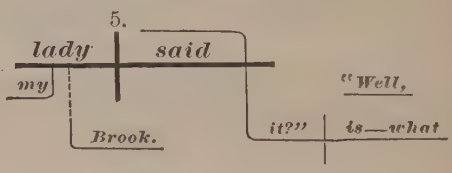
2. The gods have set a price on every real and noble pleasure.



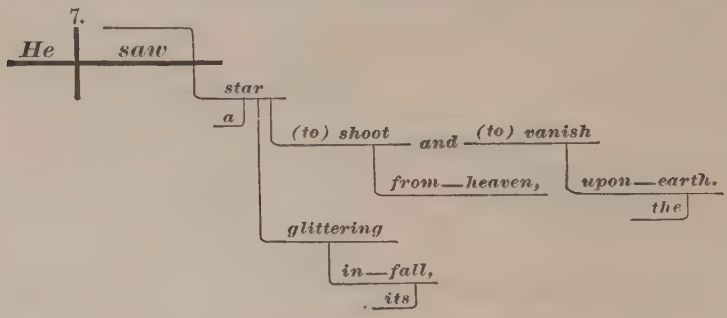
3. He was a very young boy; quite a little child.



5. "Well, what is it?" said my lady Brook.

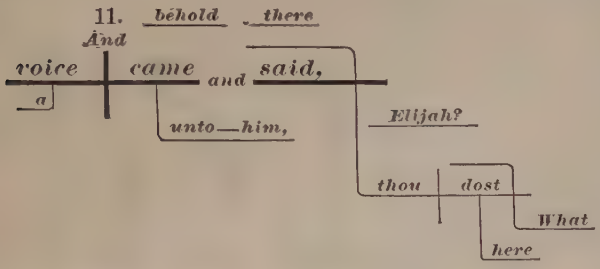


7. He saw a star shoot from heaven, and glittering in its fall, vanish upon the earth.



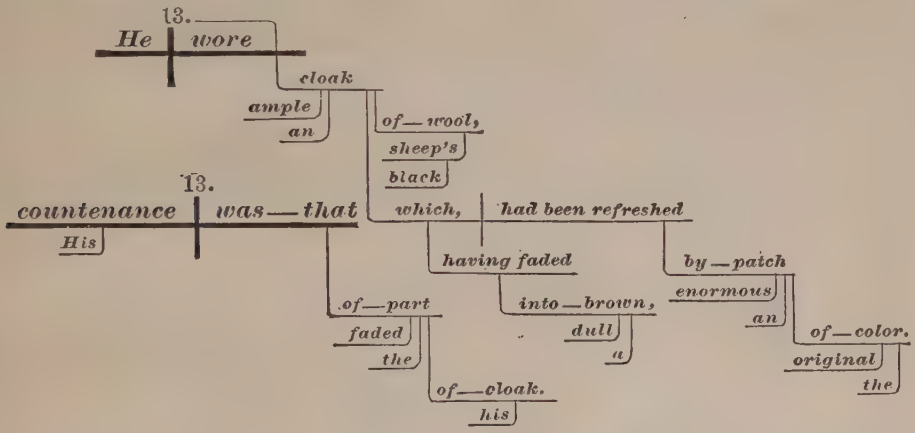
NOTE.—Make sentence 7 compound and make "*and*" connect the two clauses, if preferred.

11. And behold there came a voice unto him, and said, What dost thou here, Elijah?—*Bible.*



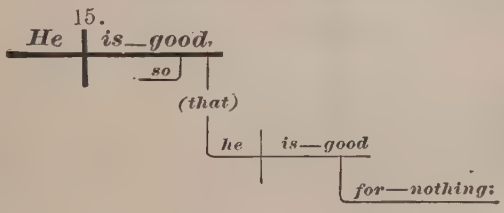
Note.—In 4, "*without the inspiration*" modifies "*has.*" In 5, "*well*" is a colloquial adverb; it is an attendant element with the object clause. In 6, "*A sail ahead*" is a noun; it is the object of the preposition "*of.*" In 8, "*stream*" is in the absolute case by exclamation; "*sweet*" is a predicate adjective; sentence 9 is compound. In 10, "*day*" is in the objective case without a governing word, or the object of a preposition understood. In 11, "*and*", at the beginning of the sentence is an introductory conjunction; "*behold*" is an interjection; or by our lexicographers, a verb in the imperative mode. "*Elijah*" is in the absolute case.

13. He wore an ample cloak of black sheep's wool, which, having faded into a dull brown, had been refreshed by an enormous patch of the original color. His countenance was that of the faded part of his cloak.—*Bryant.*

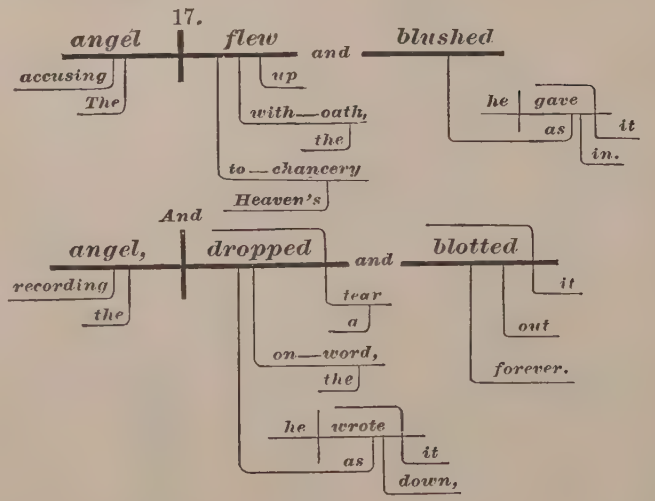


Note.—Sentence 13 is not compound; the two sentences are connected only in thought.

15. He is so good, he is good for nothing.

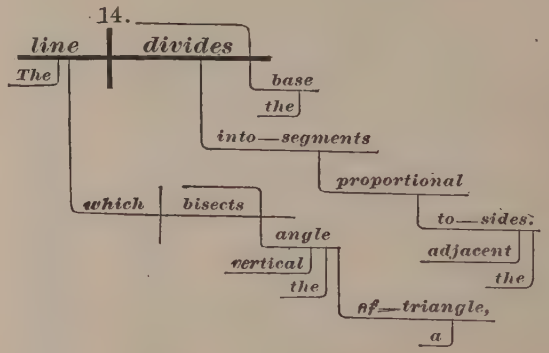


17. The accusing angel flew up to Heaven's chancery with the oath, and blushed as he gave it in. And the recording angel, as he wrote it down, dropped a tear on the word, and blotted it out forever.—*Sterne.*

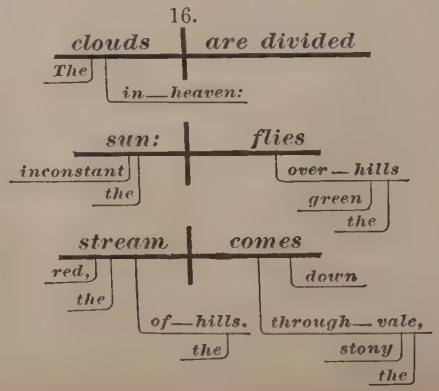


NOTE.—Sentence 16 is compound; "(*and*)" may be placed between the clauses as the connective. Sentence 17 is not compound; it consists of two independent sentences. "*And*" introduces the second sentence.

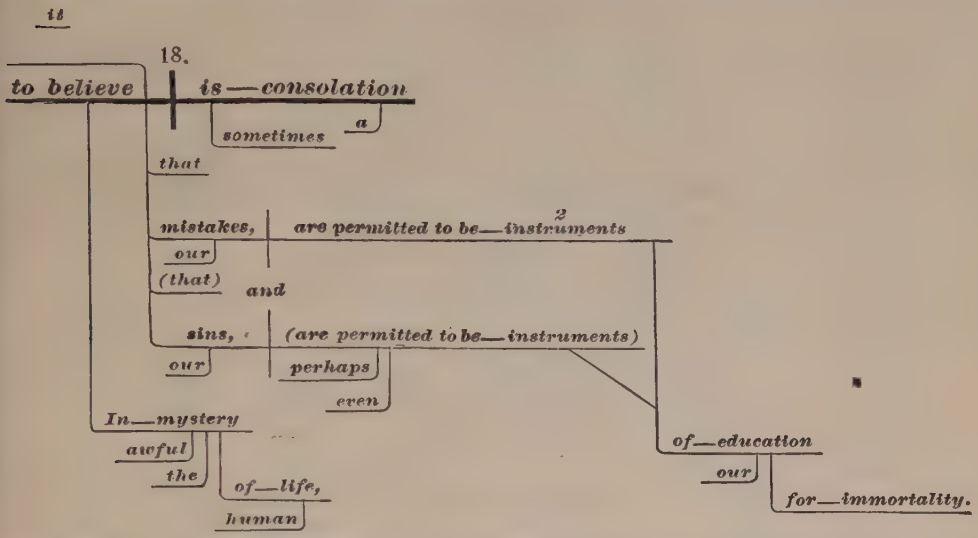
14. The line which bisects the vertical angle of a triangle, divides the base into segments proportional to the adjacent sides.



16. The clouds are divided in heaven: over the green hills flies the inconstant sun: red, through the stony vale, comes down the stream of the hills.—*Ossian.*

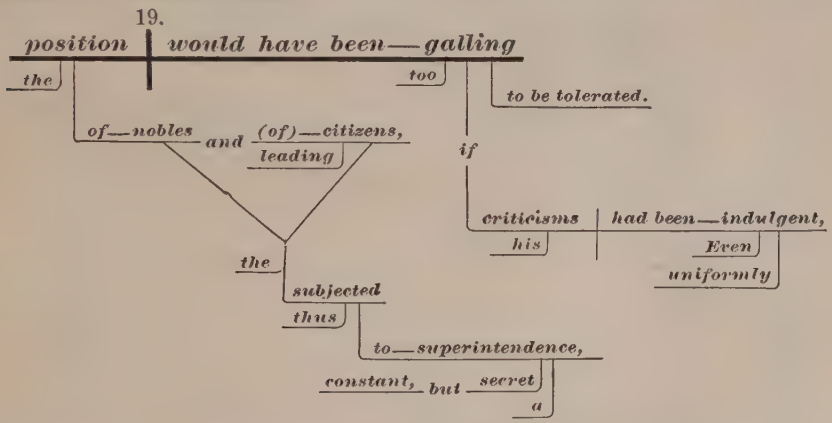


18. In the awful mystery of human life, it is a consolation sometimes to believe that our mistakes, perhaps even our sins, are permitted to be instruments of our education for immortality.



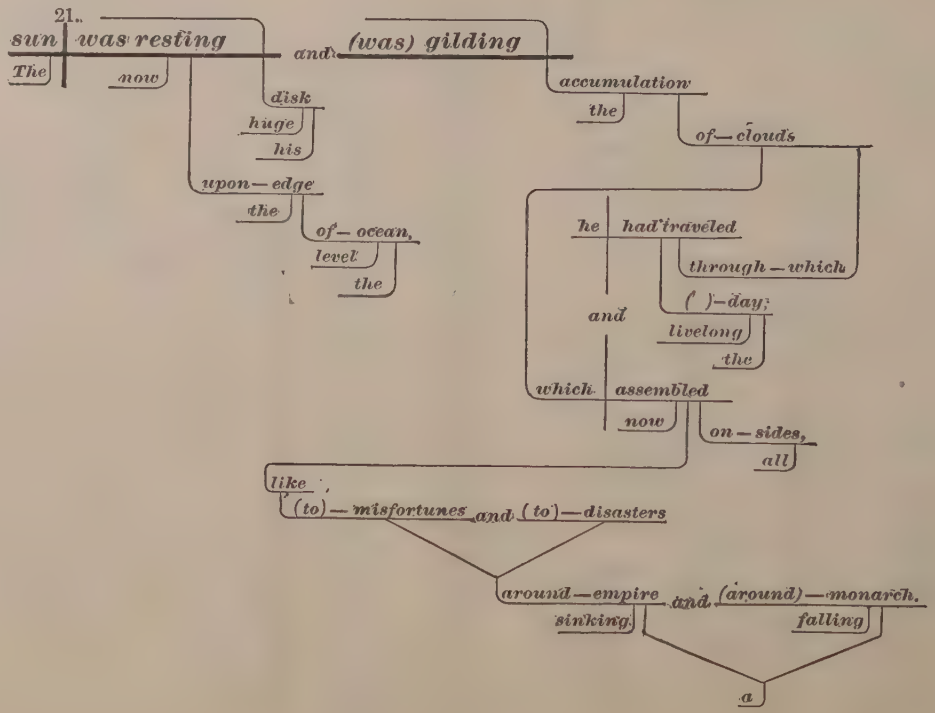
NOTE.—In 18, "*instruments*" is in the nominative case in the predicate with the complex copula "*are permitted to be.*" "*Perhaps*" and "*even*" modify the entire copula "(*are permitted to be*)." Some grammarians would diagram "*In the awful mystery of human life*" as a modifier of "*is.*"

19. Even if his criticisms had been uniformly indulgent, the position of the nobles and leading citizens, thus subjected to a constant but secret superintendence, would have been too galling to be tolerated.—*Motley.*

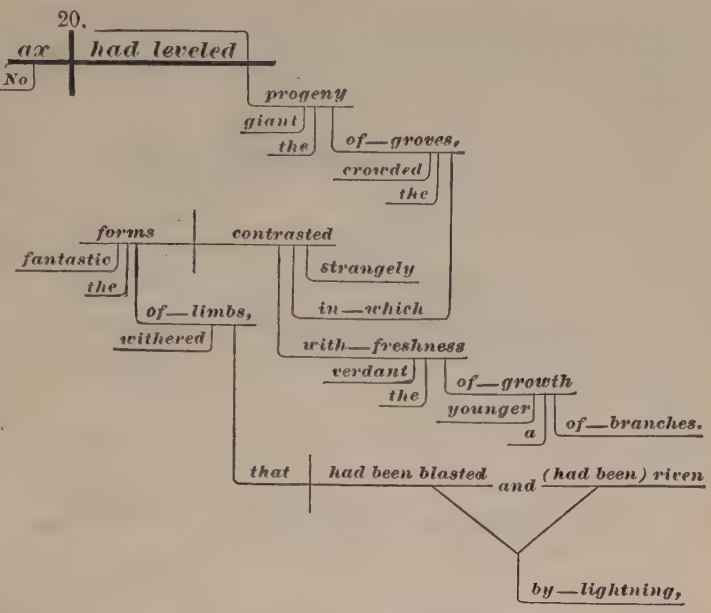


NOTE.—Some would parse "*even,*" in sentence 19, as an adverb modifying "*would have been galling.*" "*To be tolerated*" has the construction of an adverb and modifies "*galling.*" In 21, to my mind, "*like*" is an adverb; many teachers consider it a preposition in this sentence. "*Around a sinking empire and* (*around*) *falling monarch*" is a compound complex adjective element of the second class, and modifies "*misfortunes*" and "*disasters.*"

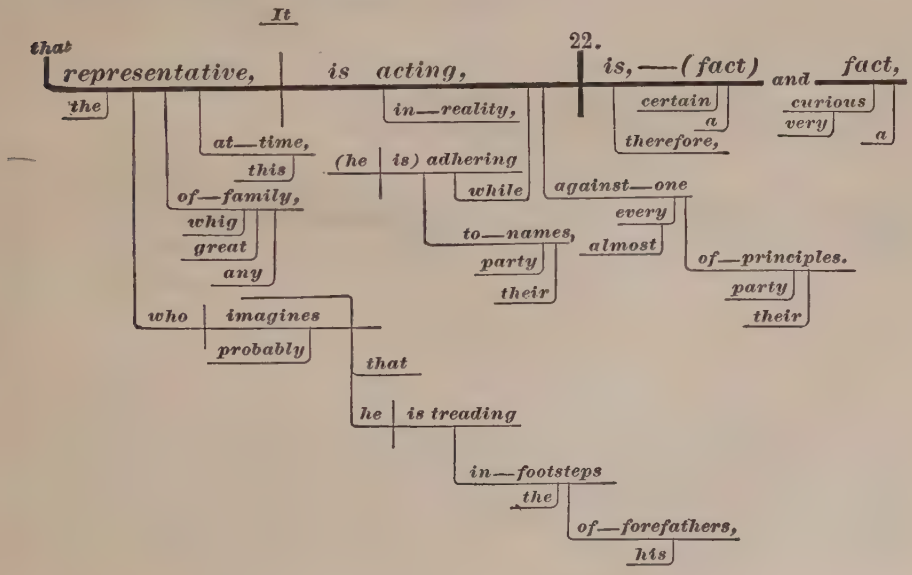
21. The sun was now resting his huge disk upon the edge of the level ocean, and gilding the accumulation of clouds through which he had traveled the livelong day; and which now assembled on all sides, like misfortunes and disasters around a sinking empire and a falling monarch.—*Scott.*



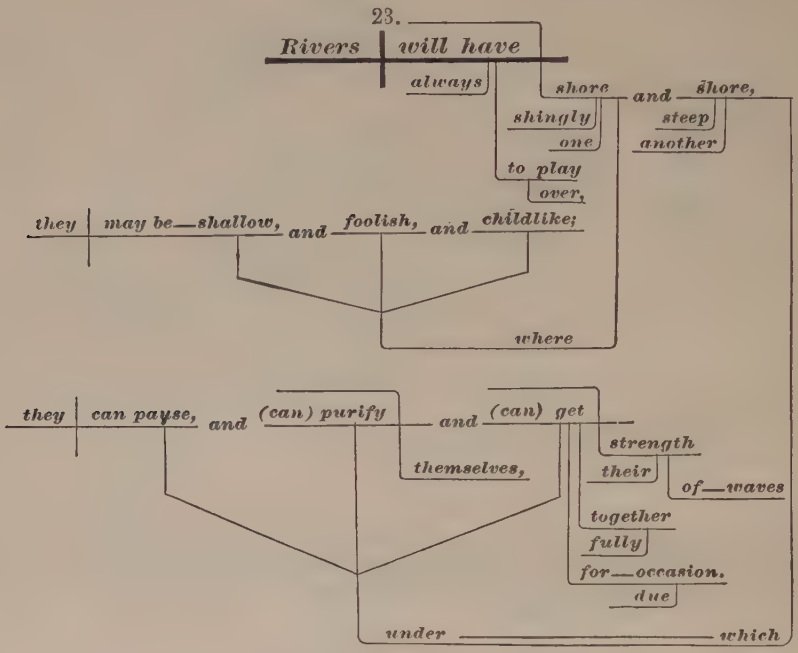
20. No ax had leveled the giant progeny of the crowded groves, in which the fantastic forms of withered limbs, that had been blasted and riven by lightning, contrasted strangely with the verdant freshness of a younger growth of branches. —*Bancroft.*



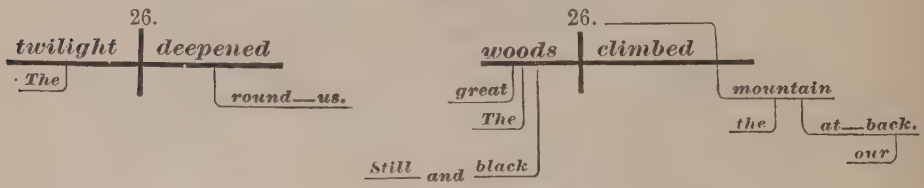
22. It is, therefore, a certain and a very curious fact, that the representative, at this time, of any great whig family, who probably imagines that he is treading in the footsteps of his forefathers, in reality, while adhering to their party names, is acting against almost every one of their party principles.—*Lord Mahon.*



23. Rivers will always have one shingly shore to play over, where they may be shallow and foolish, and childlike; and another steep shore, under which they can pause, and purify themselves, and get their strength of waves fully together for due occasion.—*Ruskin.*

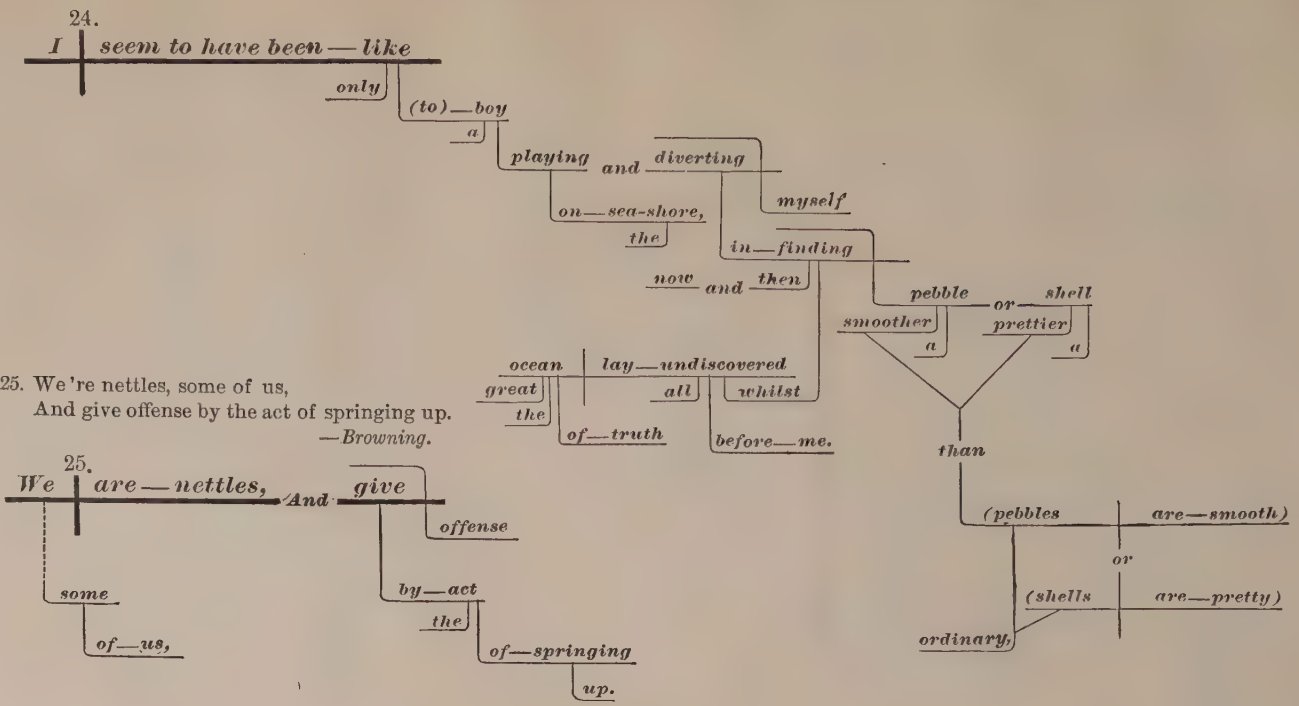


26. The twilight deepened round us. Still and black
The great woods climbed the mountain at our back.



NOTE.—In 22, "*it*" may be used as the subject of the principal proposition, and the subject clause put in apposition with it. In 23, "*where*" is a relative adverb connecting the adjective clause to "*shore,*" and modifying the predicate adjectives "*shallow,*" "*foolish,*" and "*childlike.*" "*Under which*" is an adverbial element of the second class modifying "*can pause,*" "(*can*) *purify,*" and "(*can*) *get.*" "*Which*" is the connective. Sentence 26 consists of two independent propositions.

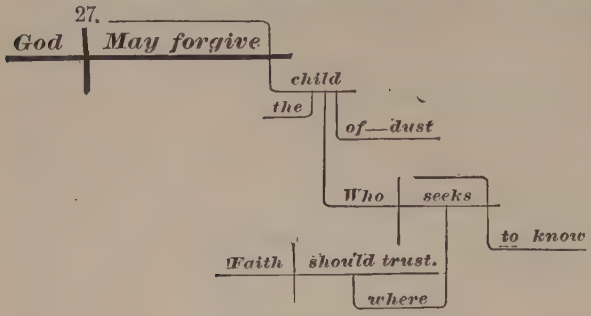
24. I seem to have been only like a boy playing on the sea-shore, and diverting myself in now and then finding a smoother pebble or a prettier shell than ordinary, whilst the great ocean of truth lay all undiscovered before me.—*Newton.*



25. We're nettles, some of us,
And give offense by the act of springing up.
—*Browning.*

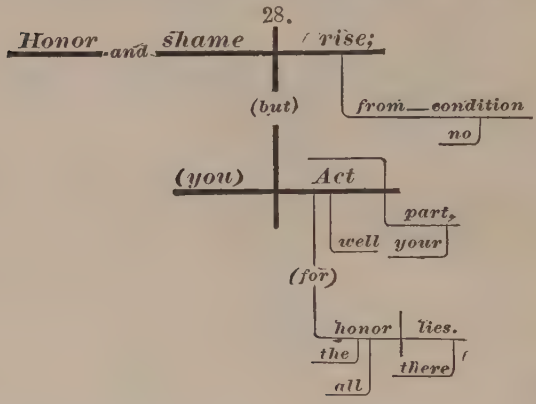
NOTE.—In 24, "*like*" is a predicate adjective after the complex copula "*seem to have been;* in my judgment, "*only*" modifies "*like*" as modified by "(*to*) *a boy;*" "*all*" is an adverb, equals "*wholly;*" it modifies "*undiscovered.*" Sentence 25 may be considered compound, making "*and*" connect the clauses.

27. May God forgive the child of dust
Who seeks to *know* where Faith should *trust.*—*Whittier.*

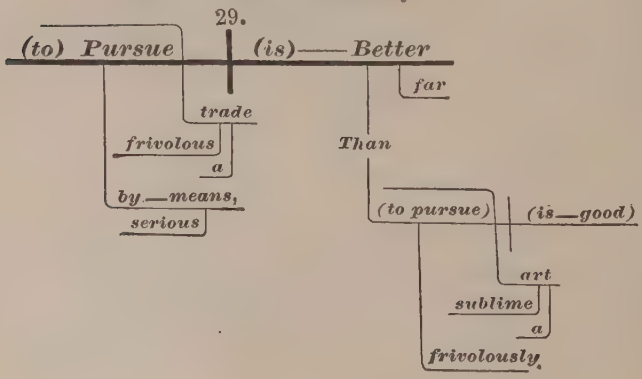


Note.—In 27, the clause "*where Faith should trust*" is an adverbial element, modifying "*seeks.*" Read the sentence, making "*know*" and "*trust*" emphatic, as indicated by the italics, and you will get the meaning.

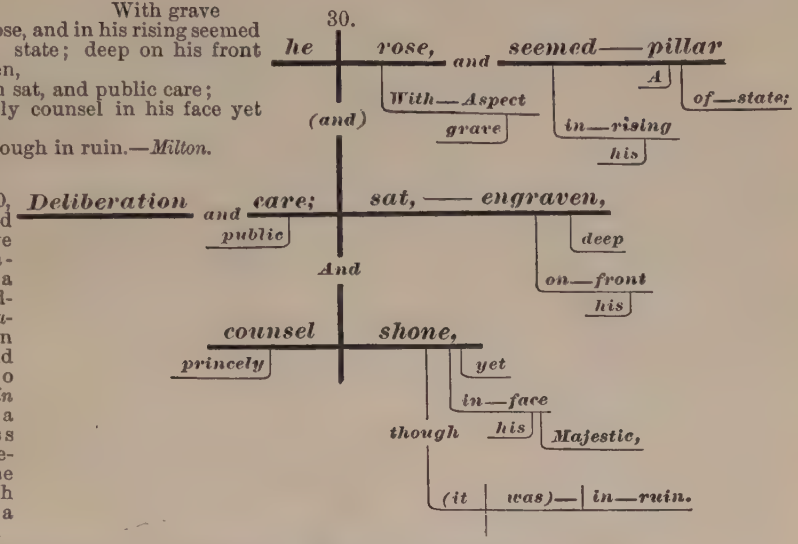
28. Honor and shame from no condition rise;
Act well your part, there all the honor lies.—*Pope.*



29. Better far
Pursue a frivolous trade by serious means,
Than a sublime art frivolously.

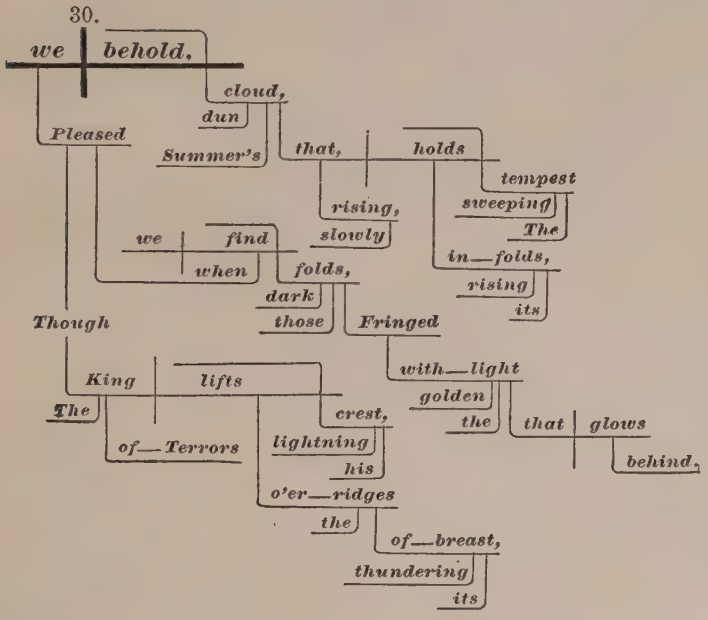


30. With grave
Aspect he rose, and in his rising seemed
A pillar of state; deep on his front engraven,
Deliberation sat, and public care;
And princely counsel in his face yet shone,
Majestic, though in ruin.—*Milton.*

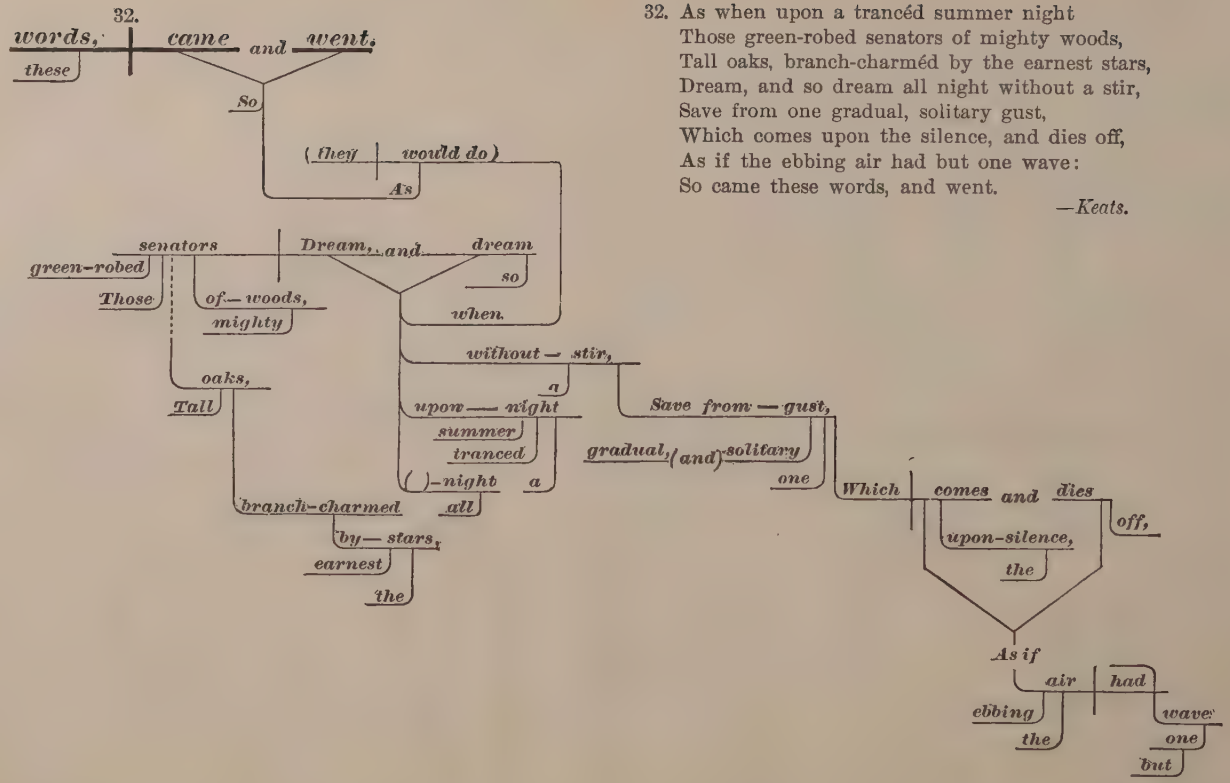


NOTE.—In 30, "*sat*" is used as a copulative verb; "*engraven*" is a predicate adjective; "*majestic*" is an adjective, and belongs to "*face*;" "*in ruin*" is a second class adjective element in the predicate with the copula "(*was*)."

30 (Old ed.) Summer's dun cloud, that, slowly rising, holds
The sweeping tempest in its rising folds,
Though o'er the ridges of its thundering breast,
The King of Terrors lifts his lightning crest,
Pleased we behold, when those dark folds we find
Fringed with the golden light that glows behind.—*Pierpont.*

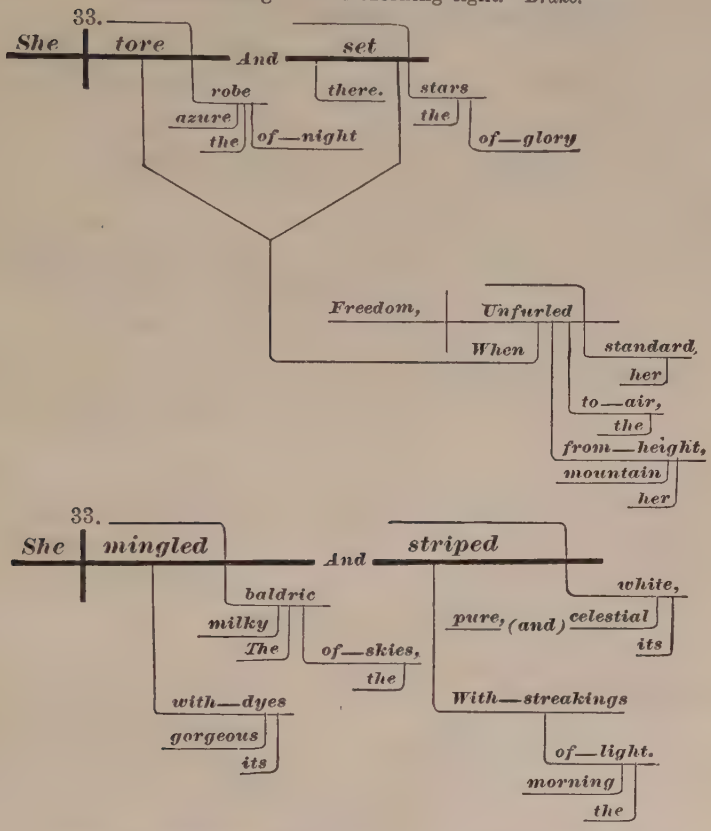


32. As when upon a trancéd summer night
Those green-robed senators of mighty woods,
Tall oaks, branch-charméd by the earnest stars,
Dream, and so dream all night without a stir,
Save from one gradual, solitary gust,
Which comes upon the silence, and dies off,
As if the ebbing air had but one wave:
So came these words, and went.
—*Keats.*



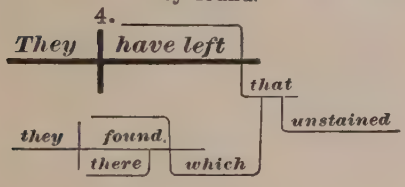
NOTE.—In 32, "*save from*" is a complex preposition; each word may be parsed as a separate preposition; in which case, "*stir*" understood is the object of "*save.*"

33. When Freedom, from her mountain height,
Unfurled her standard to the air,
She tore the azure robe of night
And set the stars of glory there.
She mingled with its gorgeous dyes
The milky baldric of the skies,
And striped its pure, celestial white,
With streakings of the morning light.—*Drake.*

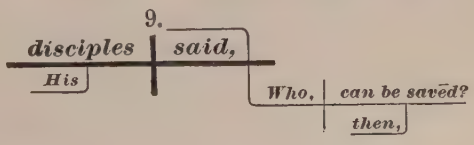


Harvey's Grammar, page 198. (Old edition, page 178.)

4. They have left unstained what there they found.

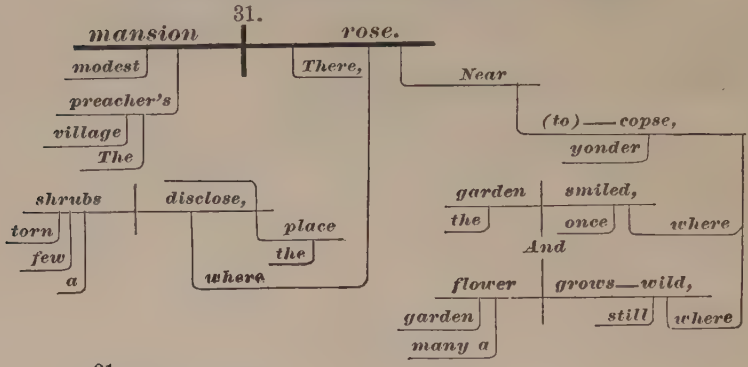


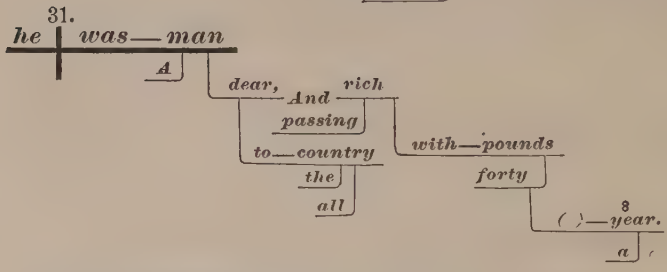
9. His disciples said, Who, then, can be saved?



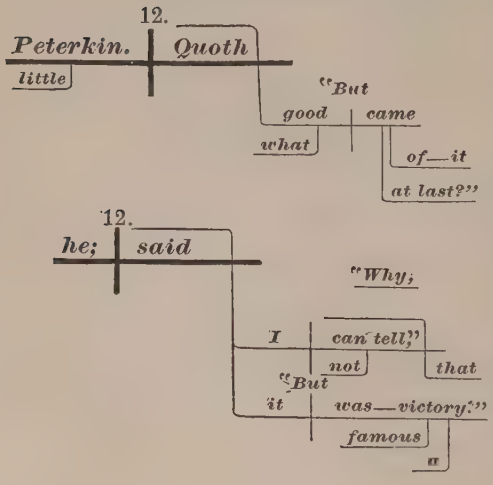
Harvey's Grammar, page 190. (Old edition, page 170.)

31. Near yonder copse, where once the garden smiled,
And still where many a garden flower grows wild,
There, where a few torn shrubs the place disclose,
The village preacher's modest mansion rose.
A man he was to all the country dear,
And passing rich with forty pounds a year.—*Goldsmith.*





Harvey's Grammar, page 198. (Old edition, page 178.)

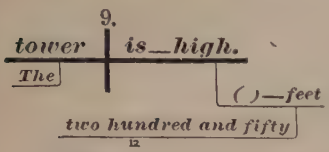


12. "But what good came of it at last?"
Quoth little Peterkin.
"Why, that I can not tell," said he;
"But 'twas a famous victory."—*Southey.*

NOTE.—In 3, the clause "*that at sea all is vacancy*" is the object of "*said;*" "*at sea*" modifies "*all.*" Sentence 7 is compound, consisting of three co-ordinate clauses. Sentence 8 is compound, consisting of two clauses connected by the conjunction "*but.*" In 9, "*then*" is not an adverb of time; it is equivalent to "*in that case.*" Some teachers parse it as a conjunction. In 10 and 11, "*premises*" and "*privileges*" are nouns in the objective case without a governing word, or objects of prepositions understood. Some prefer to parse such words as the direct object of the passive verb. In 12, "*but,*" in the first sentence, is an introductory conjunction introducing the object clause; "*why*" is a colloquial or expletive adverb.

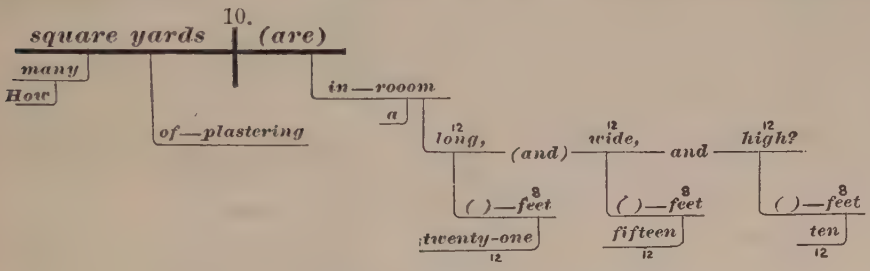
Harvey's Grammar, pages 200 and 201. (Old edition, pages 179 and 180.)

9. The tower is two hundred and fifty feet high.



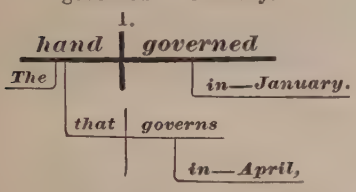
NOTE.—In 6 and 7, "*like*" is an adverb. In 11, "*without a sun*" is a second class attribute; it equals the adjective "*sunless.*" "*Mile,*" "*straw,*" "*million,*" "*years,*" "*cloak-fashion,*" "*times,*" "*knots,*" "*hour,*" and "*remembering*" are in the objective case without a governing word.

10. How many square yards of plastering in a room twenty-one feet long, fifteen feet wide, and ten feet high?

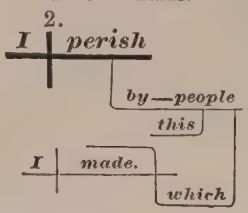


Harvey's Grammar, page 204. (Old edition, page 192.)

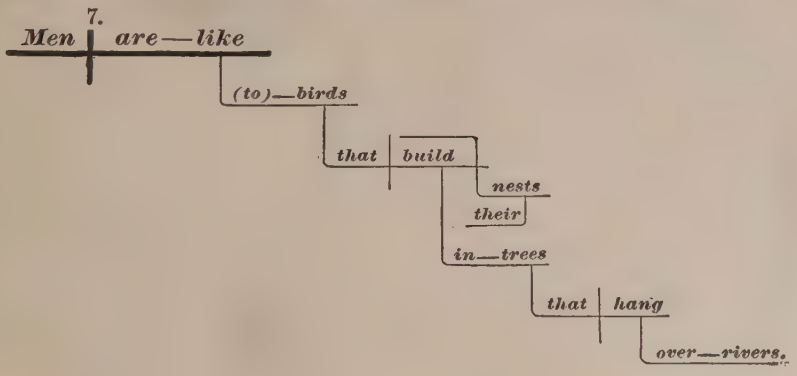
1. The hand that governs in April, governed in January.



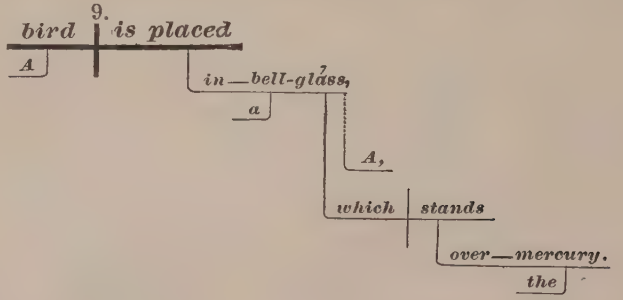
2. I perish by this people which I made.



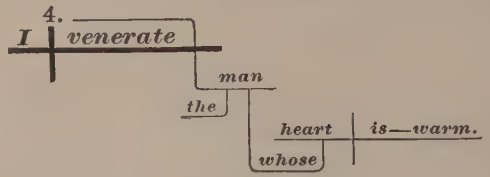
7. Men are like birds that build their nests in trees that hang over rivers.



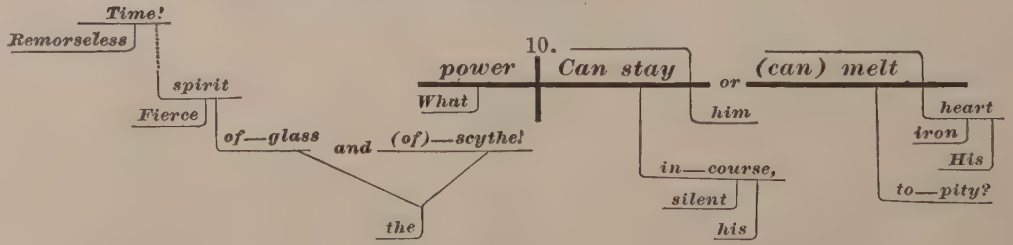
9. A bird is placed in a bell-glass, A, which stands over the mercury.



4. I venerate the man whose heart is warm.

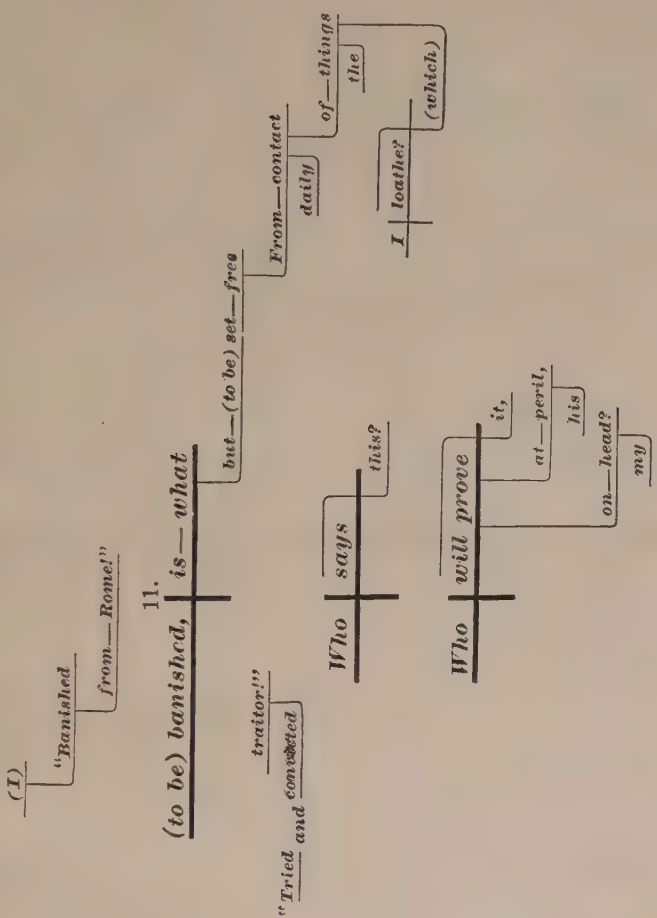


10. Remorseless Time!
Fierce spirit of the glass and scythe! What power
Can stay him in his silent course, or melt
His iron heart to pity?—*Prentice.*

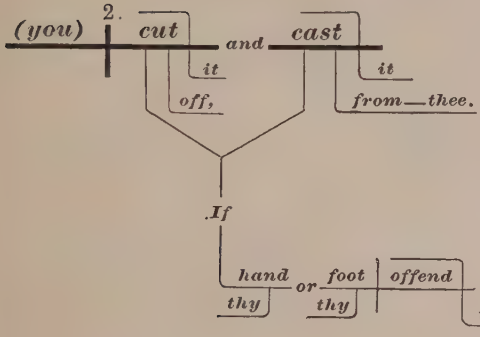


NOTE.—In 3, "*who henceforth limps*" is a third class adjective element; it belongs to "*him.*" In 4, "*whose*" is a relative pronoun in the possessive case. In 8, "*instead of*" is a complex preposition, and shows the relation of "*ignorance*" to "*flung.*" In 7, "*like*" is a predicate adjective, equals "*similar.*" In 9, "*A*" is a proper noun in apposition with "*bell-glass.*" In 11, the first part may be read "(*I am*) *banished,*" *etc.*; "*traitor*" may be considered in the nominative case in the predicate with "(*am*) *tried*" and "(*am*) *convicted,*" if preferred.

11. "Banished from Rome!" what's banished, but set free
From daily contact of the things I loathe?
"Tried and convicted traitor!" Who says this?
Who'll prove it, at his peril, on my head?—*Croly.*

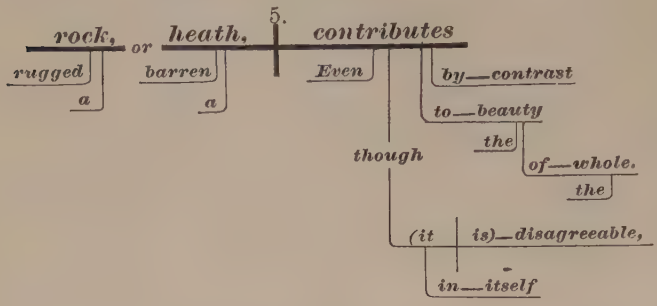


Harvey's Grammar, page 206. (Old edition, page 184.)



2. If thy hand or thy foot offend thee, cut it off, and cast it from thee.

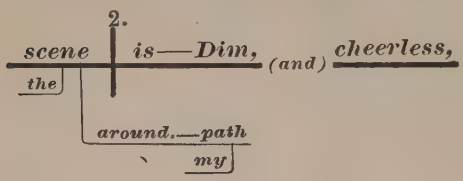
5. Even a rugged rock, or a barren heath, though in itself disagreeable, contributes by contrast to the beauty of the whole.



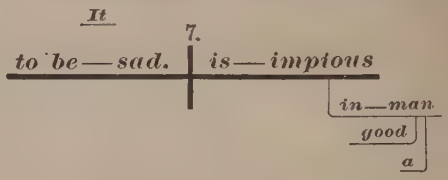
NOTE.—In these sentences, "*neither*" and "*nor*," and "*either*" and "*or*" are correlative conjunctions; "*neither*" and "*either*" introduce, and "*nor*" and "*or*" connect. In 5, "*Even*" is an adverb, and modifies "*contributes;*" it is used in the sense of "*as is not to be expected.*"

Harvey's Grammar, page 207. (Old edition, page 185.)

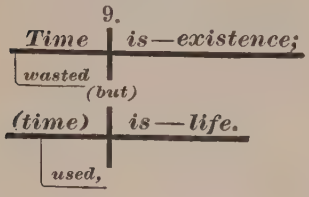
2. Dim, cheerless, is the scene my path around.



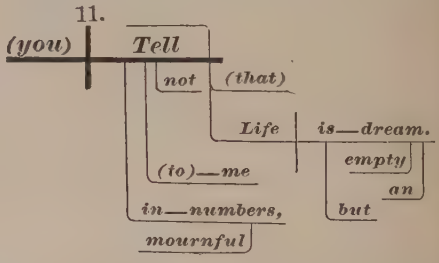
7. 'T is impious in a good man to be sad.



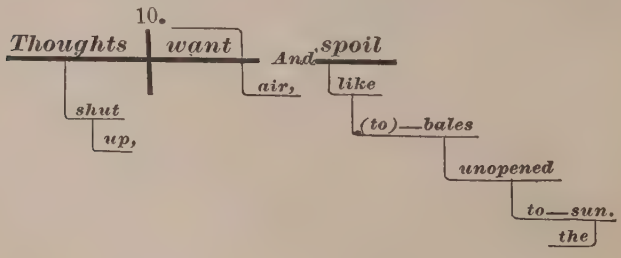
9. Time wasted is existence;
used, is life.



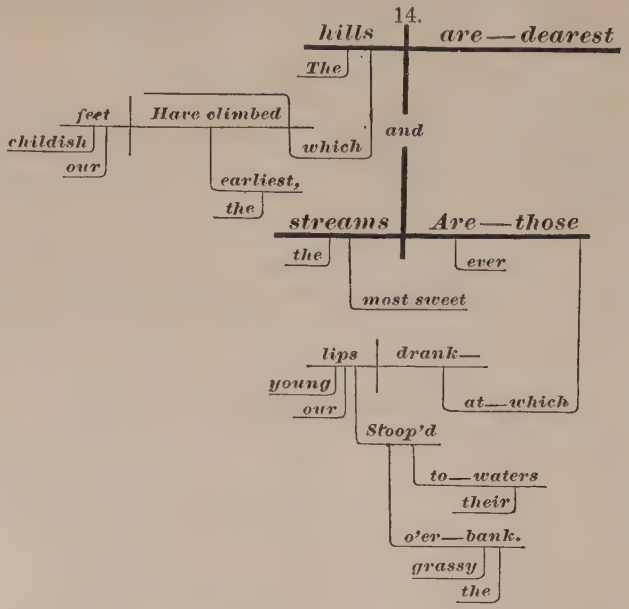
11. Tell me not in mournful numbers,
Life is but an empty dream.



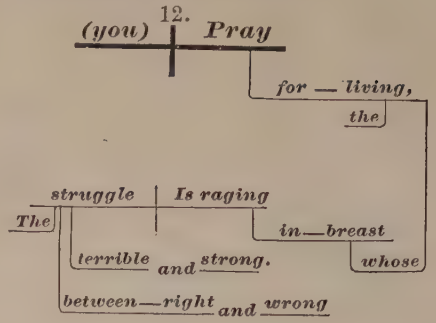
10. Thoughts shut up, want air,
And spoil like bales unopened to the sun.—*Young.*



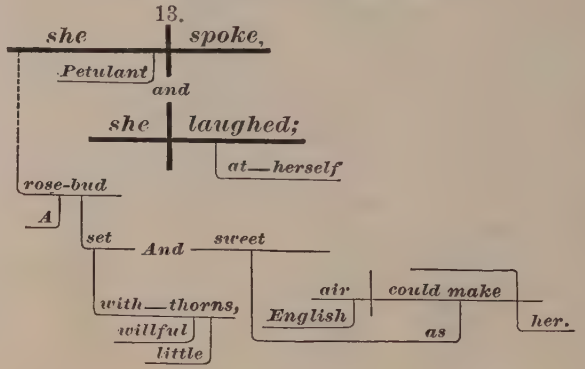
14. The hills are dearest which our childish feet
Have climbed the earliest, and the streams most sweet
Are ever those at which our young lips drank—
Stoop'd to their waters o'er the grassy bank.



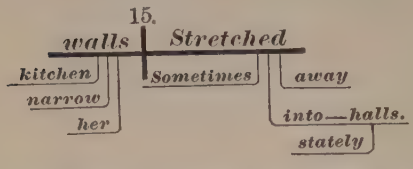
12. Pray for the living, in whose breast
The struggle between right and wrong
Is raging terrible and strong.



13. Petulant she spoke, and at herself she laughed;
A rose-bud set with little willful thorns,
And sweet as English air could make her.



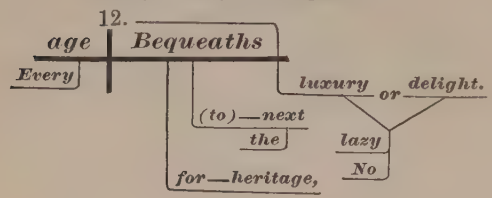
15. Sometimes her narrow kitchen walls
Stretched away into stately halls.—*Whittier.*



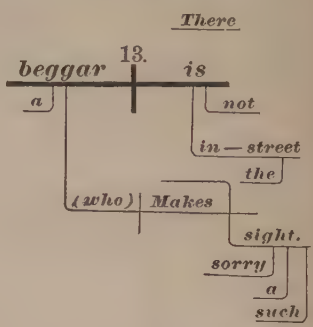
NOTE.—In 7, "*sad*" is an adjective in the predicate of the abridged proposition; "*to be sad*" is the subject. In 11, "*but*" is an adverb, equals "*merely.*" Some authors parse "*but an*" as an adjective. In 12, "*Between right and wrong*" is a simple adjective element of the second class; it has a compound noun-base. "*And*" connects "*right*" and "*wrong.*" In 13, "*petulant*" is an adjective; or an adverb, equals "*petulantly.*" "*Rose-bud*" is in apposition with "*she.*" In 14, "*earliest*" is an adverb and modifies "*have climbed;*" "*the*" is an adverb of degree and modifies "*earliest.*" "*Most sweet*" is an adjective in the superlative degree; it belongs to "*streams.*"

Harvey's Grammar, page 209. (Old edition, page 187.)

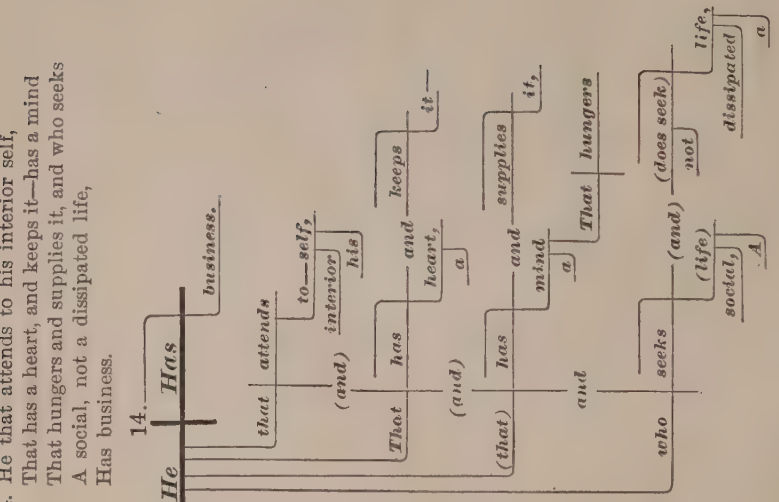
12. Every age
Bequeaths the next for heritage,
No lazy luxury or delight.



13. There's not a beggar in the street
Makes such a sorry sight.

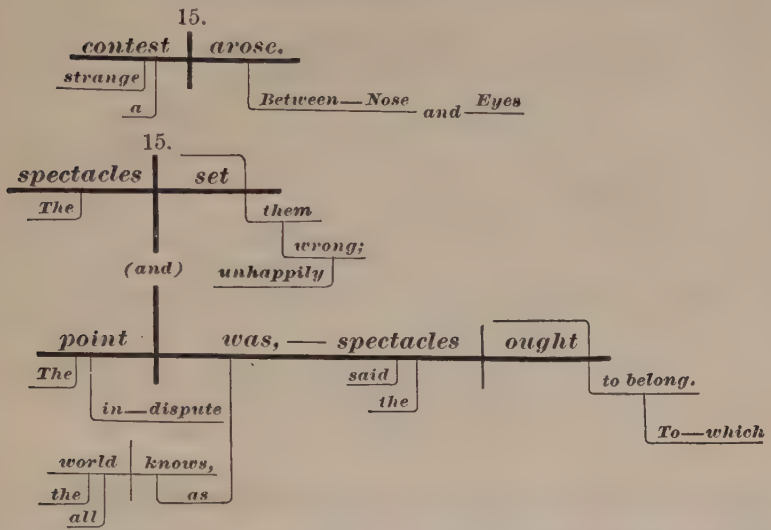


14. He that attends to his interior self,
That has a heart, and keeps it—has a mind
That hungers and supplies it, and who seeks
A social, not a dissipated life,
Has business.



NOTE.—In 1, "*to-morrow*" is the subject, "*thus*" is an adverb, and modifies "*come*" and "*went.*" In 2, "*return*" is a verb in the imperative mode; "*days*" is in the absolute case. In 4, "*meditating*" is the object of "*deserves.*" In 10, "*after generation*" is a second class adjective element; it modifies "*generation.*" In 11, in my judgment, "*to attend*" is used as an adjective in the predicate after the passive verb "*are invited.*" In 12, "*no*" and "*lazy*" belong to "*luxury*" and "*delight.*" In 13, "*not a*" may be parsed as an adjective.

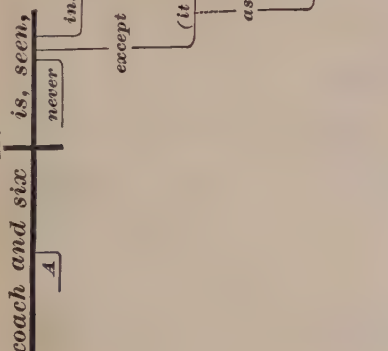
15. Between Nose and Eyes a strange contest arose.
The spectacles set them unhappily wrong;
The point in dispute was, as all the world knows,
To which the said spectacles ought to belong.—*Cowper.*



NOTE.—"*To which the said spectacles ought to belong*" is a predicate clause; "*which*" is an interrogative pronoun; it is not a connective; "*spectacles*" is in the nominative case, subject of the predicate clause. "*Unhappily*" may be considered a modifier of "*set.*"

Harvey's Grammar, page 210. (Old edition, page 188.)

12. A coach and six is, in our time, never seen, except as a part of some pageant.—*Macaulay.*

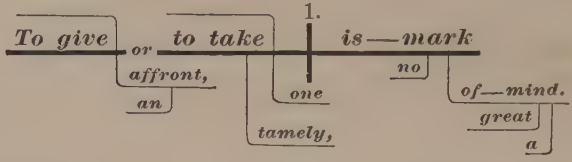


13. A day, an hour of virtuous liberty,
Is worth a whole eternity of bondage.—*Addison.*

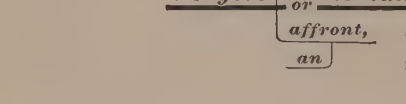
NOTE.—In 1, "*and*" connects the two propositions; "*beauty*" is the subject of the first, and "*talents*" of the second proposition. In 2, "*there*" and "*to comfort*" are adverbial elements modifying "*was.*" In 3, "*out of*" is a complex preposition; it shows the relation of "*mouth*" to "*proceed.*" In 4, "*alike*" is a predicate adjective after the impure copula "*look.*" In 7, "*together with*" is a complex preposition; the phrase modifies "*is studying*," "*Emma*" is in apposition with "*sister.*" Sentence 8 is compound. In 12, "*coach and six*" is the subject; it is a common noun; "*as*" is an index of apposition.

Harvey's Grammar, page 212. (Old edition, page 190.)

1. To give an affront, or to take one tamely, is no mark of a great mind.

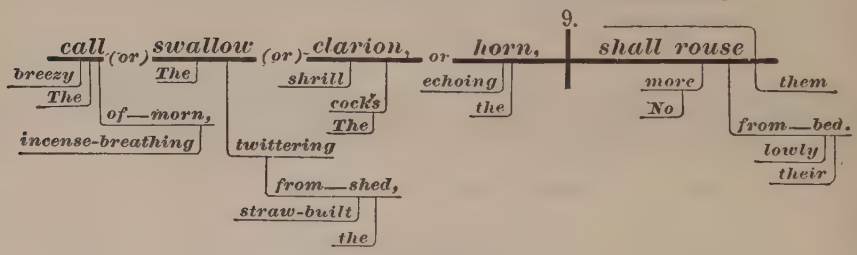


2. Neither he nor she has spoken to him.

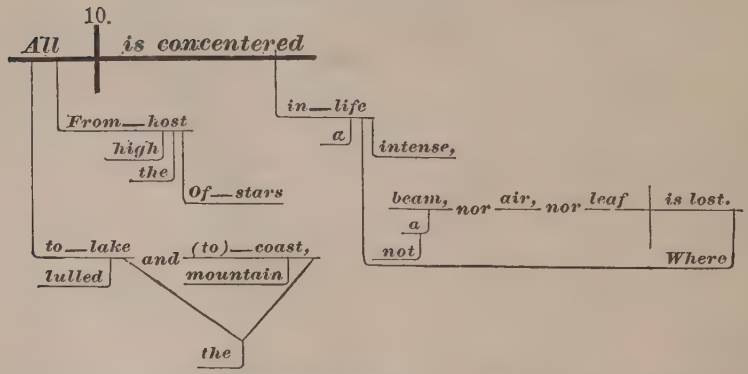


NOTE.—In 4, "*wanting*" is a predicate adjective. In 6, "*neither*" introduces the sentence and "*nor*" connects "*poverty*" and "*riches;*" or make the sentence compound. In 7, "*of some men*" is an adjective element, and belongs to "*vanity,*" "*ambition,*" and "*pride.*"

9. The breezy call of incense-breathing morn,
The swallow twittering from the straw-built shed,
The cock's shrill clarion, or the echoing horn,
No more shall rouse them from their lowly bed.—*Gray.*

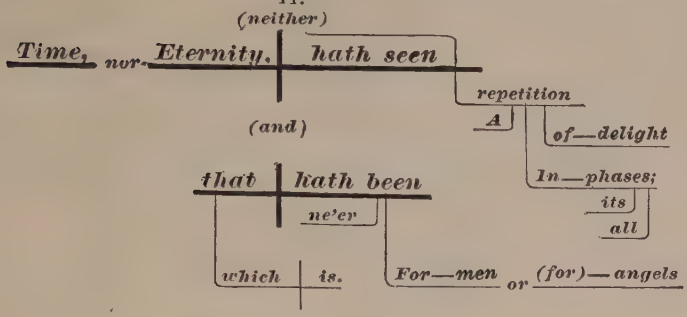


10. From the high host
Of stars to the lulled lake, and mountain coast,
All is concentered in a life intense,
Where not a beam, nor air, nor leaf is lost.—*Byron.*



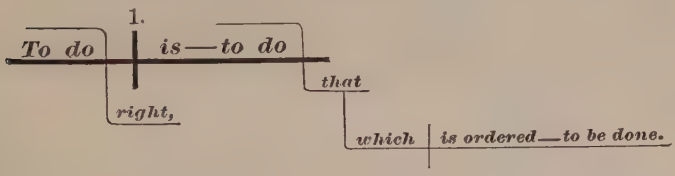
NOTE.—In 10, "*a*" is an adjective, equals "*one;*" "*not*" is an adverb modifying "*a.*" "*Not a*" may be parsed as an adjective, if preferred.

11. Time, nor Eternity, hath seen
A repetition of delight
In all its phases; ne'er hath been
For men or angels that which *is*.

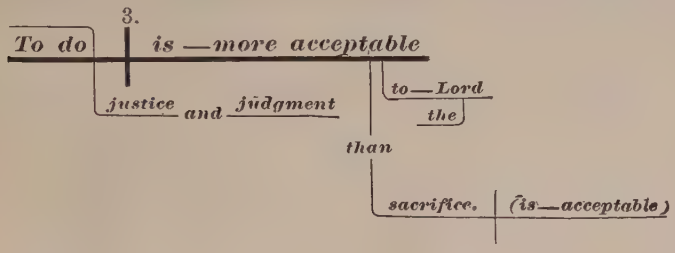


Harvey's Grammar, page 214. (Old edition, pages 191–2.)

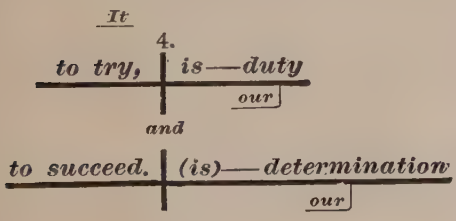
1. To do right, is to do that which is ordered to be done.



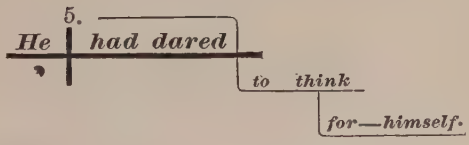
3. To do justice and judgment is more acceptable to the Lord than sacrifice.



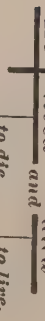
4. It is our duty to try, and our determination to succeed.



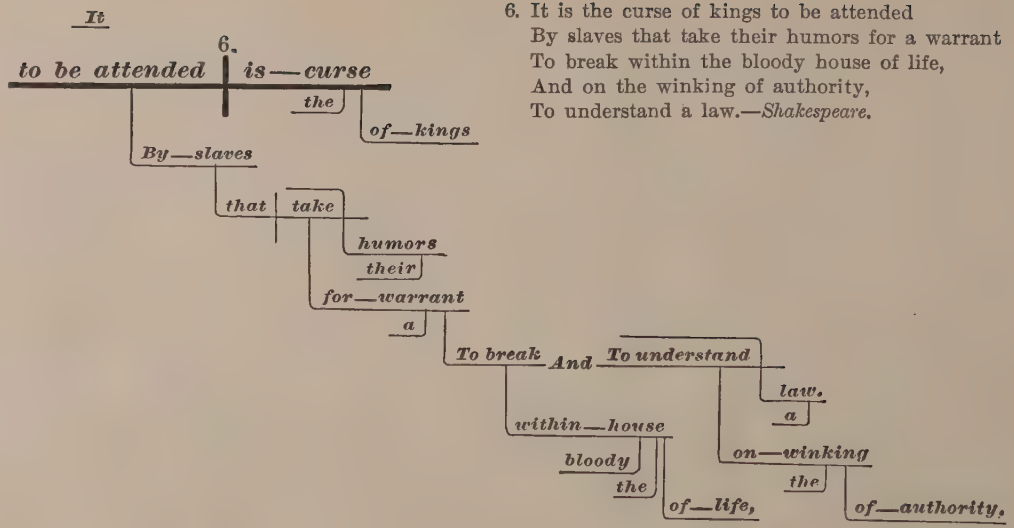
5. He had dared to think for himself.



6. He lived to die, and died to live.

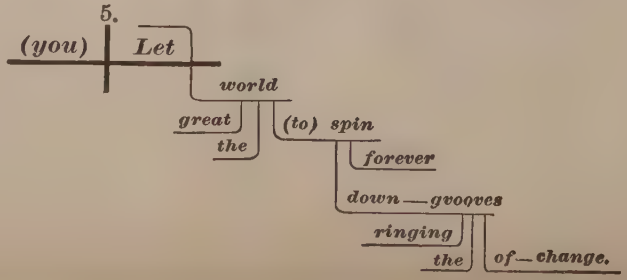


6. It is the curse of kings to be attended
By slaves that take their humors for a warrant
To break within the bloody house of life,
And on the winking of authority,
To understand a law.—*Shakespeare.*

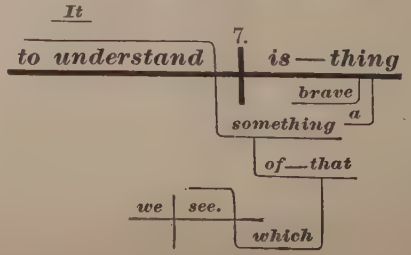


Harvey's Grammar, page 215. (Old edition, page 192.)

Let the great world spin forever down the ringing grooves of change.



7. It is a brave thing to understand something of what we see.



Harvey's Grammar, page 214.

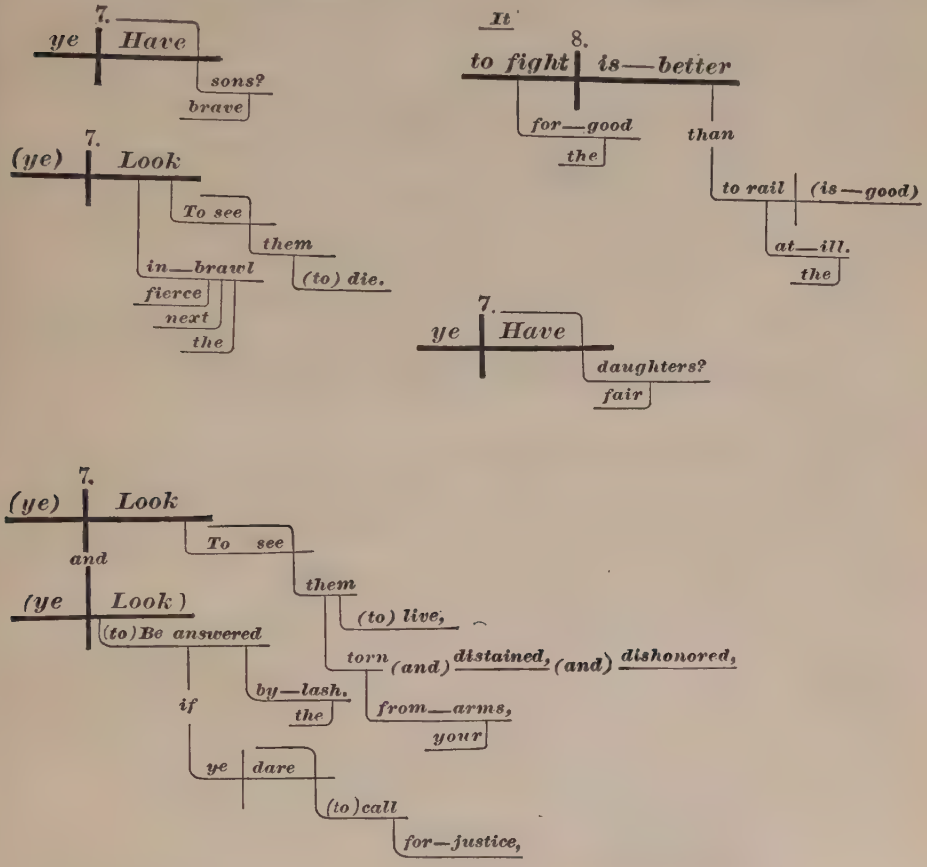
(Old edition, pages 192–3.)

7. Have ye brave sons? Look in the next fierce brawl
To see them die. Have ye fair daughters? Look
To see them live, torn from your arms, distained,
Dishonored, and if ye dare call for justice,
Be answered by the lash.—*Mitford.*

Harvey's Grammar, page 215.

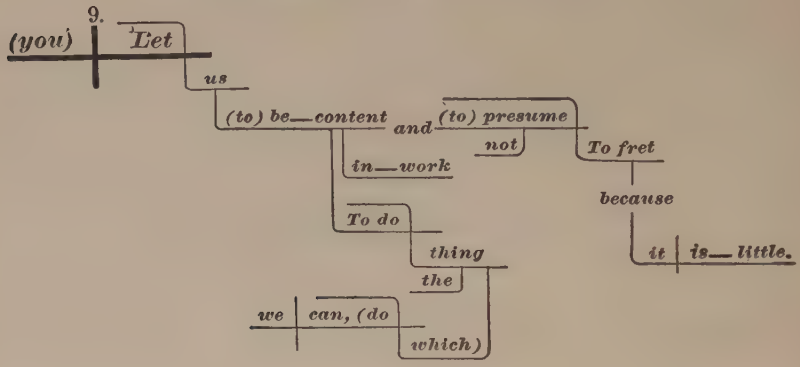
(Old edition, page 193.)

8. It is better to fight for the good than to rail at the ill.

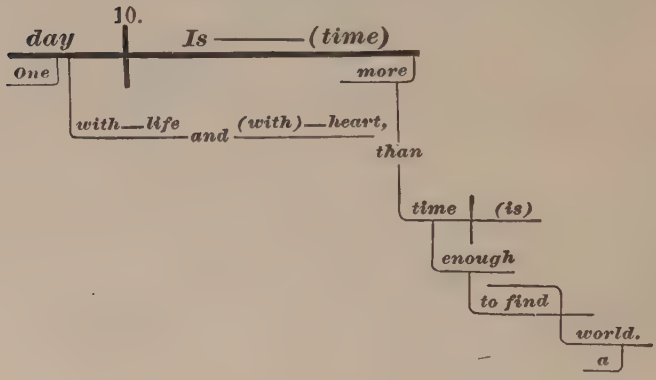


NOTE.—In 1, "*to be done*" has the construction of a predicate adjective after the passive verb "*is ordered.*" In 6, (old edition,) to my mind, "*to come*" is used as an adjective; it belongs to "*time.*" In 6, "*to break*" and "*to understand*" are used as adjectives; and, with their modifiers, make a complex compound adjective element of the second class. Sentence 7 consists of four independent clauses; the last is compound. "*Torn,*" "*distained,*" and "*dishonored,*" are perfect participles, and as adjectives belong to "*them.*"

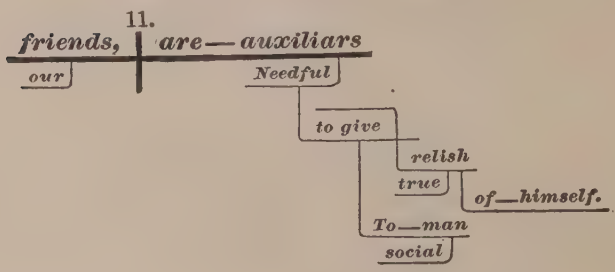
9. Let us be content in work
To do the thing we can, and not presume
To fret because it's little.



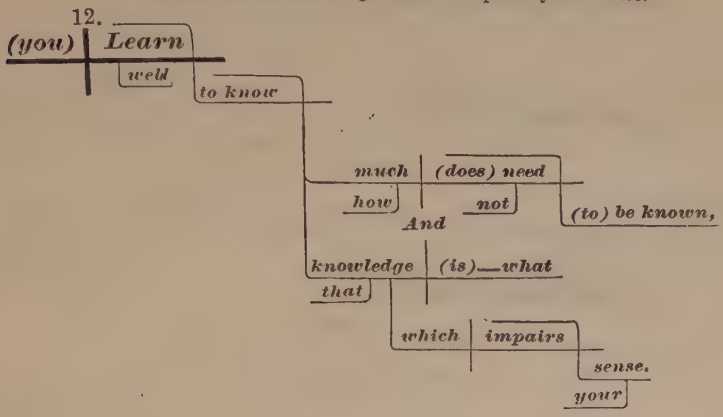
10. One day with life and heart,
Is more than time enough to find a world.



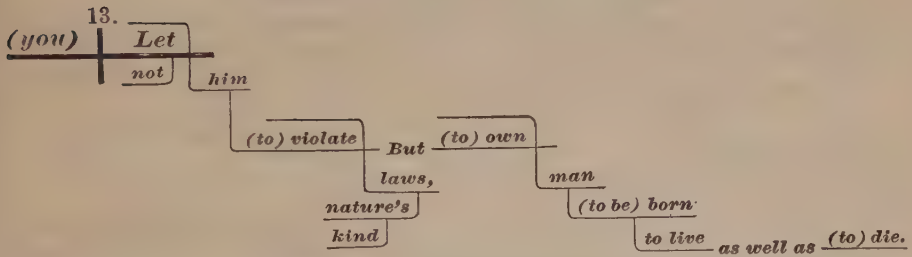
11. Needful auxiliars are our friends, to give
To social man true relish of himself.



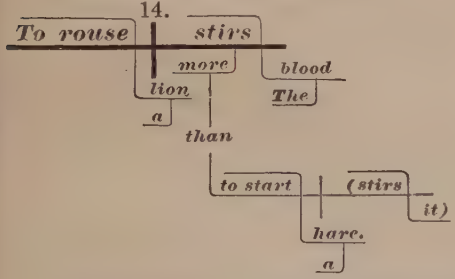
12. Learn well to know how much need not be known,
And what that knowledge which impairs your sense.



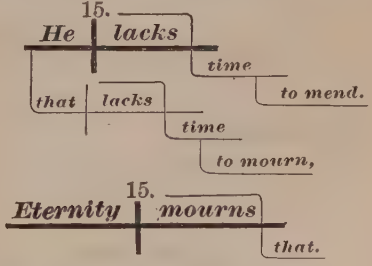
13. Let him not violate kind nature's laws,
But own man born to live as well as die.



14. The blood more stirs
To rouse a lion than to start a hare.



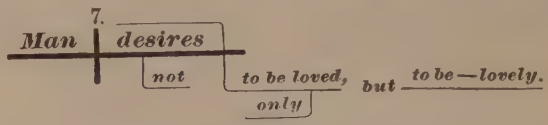
15. He that lacks time to mourn, lacks time to mend.
Eternity mourns that.—*Henry Taylor.*



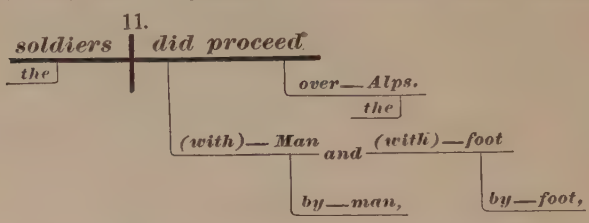
NOTE.—In 1, "*here*," "*not*," and "*to talk*" are adverbial elements modifying "*come.*" In 2, "*to spin*" is an adverbial element modifying "*can see.*" In 3, "*gay*" is an adjective; it belongs to "*mortal.*" In 4, "*(to) pour*" is an adjective element modifying "*column;*" to my mind, "*along*" shows the relation of "*snow*" to "*(to) pour.*" In 9, "*content*" is a predicate adjective in the abridged proposition; it belongs to "*us.*" In 10, "*enough*" is an adjective and "*to find*" is an adverbial element. In 11, "*to give*" is an adverbial element. In 12, all that follows "*to know*" is a compound objective element; "*how*" is an adverb, and modifies "*much*" as an adjective. In 13, "*as well as*" is a co-ordinate conjunction; it connects the second class adverbial elements "*to live*" and "*to die.*" Sentence 15 consists of two independent propositions; the first is complex.

Harvey's Grammar, page 217. (Old edition, page 195.)

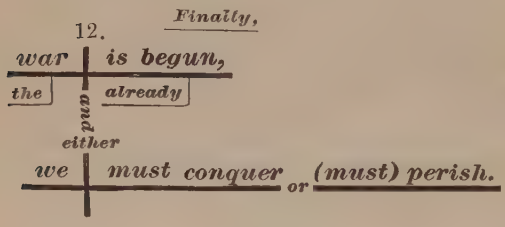
7. Man desires not only to be loved, but to be lovely.



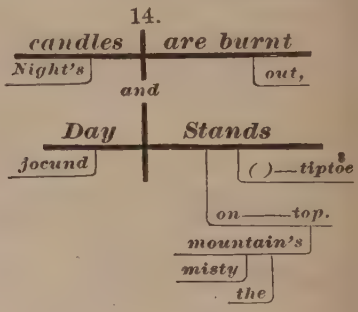
11. Man by man, and foot by foot, did the soldiers proceed over the Alps.



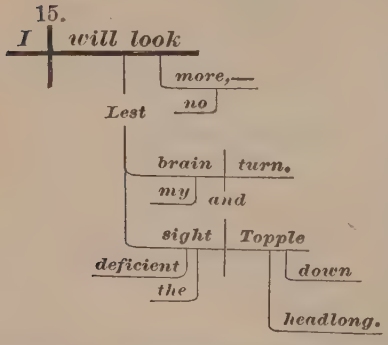
12. Finally, the war is already begun, and we must either conquer or perish.



14. Night's candles are burnt out, and jocund Day
Stands tiptoe on the misty mountain's top.
—*Shakespeare.*

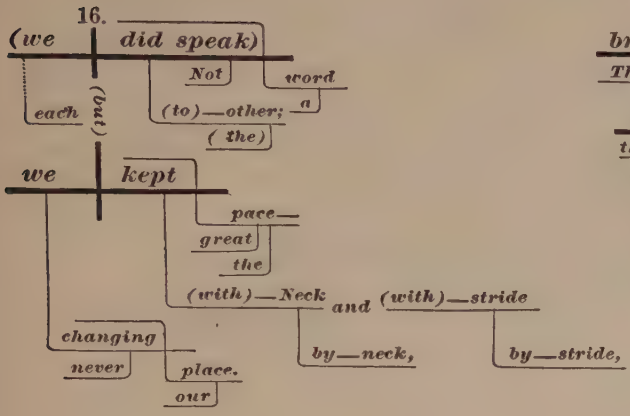


15. I'll look no more,—
Lest my brain turn, and the deficient sight
Topple down headlong.

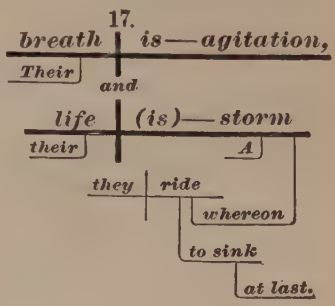


NOTE.—In 3, "(*to*) *sweep*" is an adjective element modifying "*Rhine;*" "*along*" is an adverb; it modifies "(*to*) *sweep.*" In 4, "*over against*" is a complex preposition; "*right*" is an adverb, and modifies "*over against homes,*" the base of the phrase. In 7, "*only*" is an adverb; it modifies "*to be loved;*" "*lovely*" is an adjective; it belongs to "*man.*" In 8, "*westward*" is an adverb modifying "*takes.*" In 10, "*dimly*" is an adverb; it modifies "*sees;*" "*but*" is an adverb, and modifies "*dimly.*" In 11, "(*with*) *man by man, and* (*with*) *foot by foot*" is a compound complex adverbial element of the second class; it modifies "*did proceed.*" In 12, "*finally*" is an adverb used independently; or it modifies some verb understood. "*Either*" introduces the second clause, and "*or*" connects "*must conquer*" and "(*must*) *perish.*" In 13, "*but*" connects "*heaped*" and "*passed.*" In 17, "*whereon*" is a relative adverb, equals "*on which.*" Sentence 18 consists of three distinct propositions: the first is a complex declarative sentence; the second is compound; the third is a complex imperative sentence.

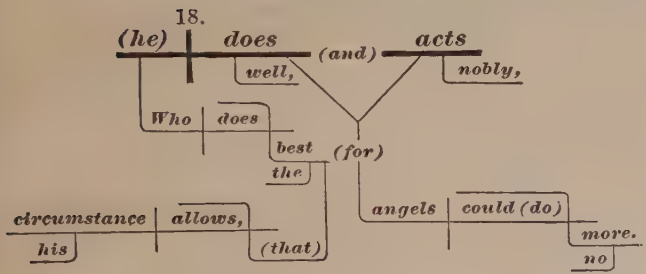
16. Not a word to each other; we kept the great pace—
Neck by neck, stride by stride, never changing our place.
—*Browning.*

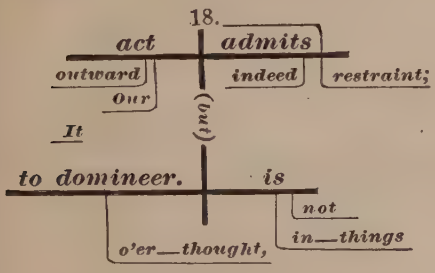


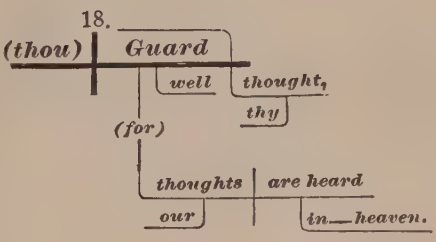
17. Their breath is agitation, and their life
A storm whereon they ride to sink at last.—*Byron.*



18. Who does the best his circumstance allows,
Does well, acts nobly, angels could no more.
Our outward act indeed admits restraint;
'T is not in things o'er thought to domineer.
Guard well thy thought, our thoughts are heard in heaven.—*Young.*

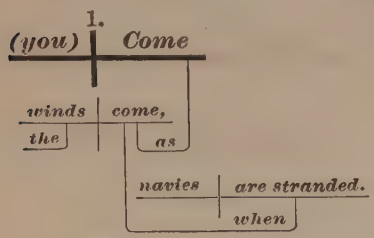




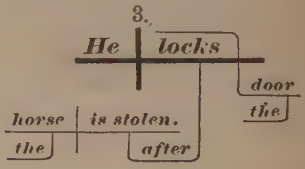


Harvey's Grammar, page 220. (Old edition, page 198.)

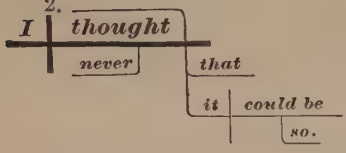
1. Come as the winds come, when navies are stranded.



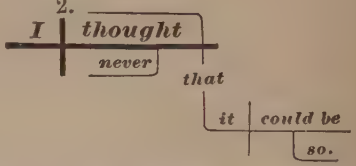
3. He locks the door after the horse is stolen.



2. I never thought that it could be so.

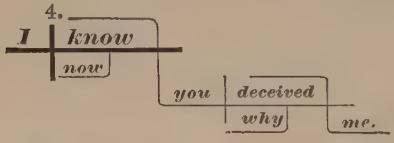


or

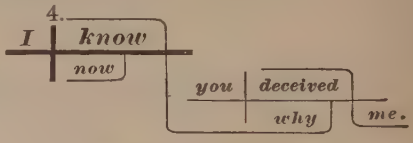


Suggestion.—If the pupil is confused by the position of the conjunction introducing the object clause, the line may be drawn *across* the clause line. This will distinguish the conjunction from a direct object.

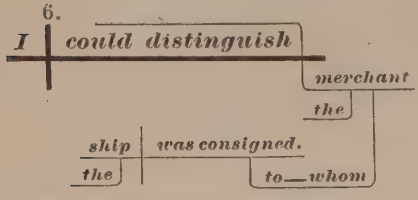
4. I now know why you deceived me.



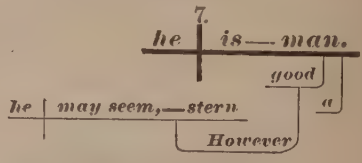
or



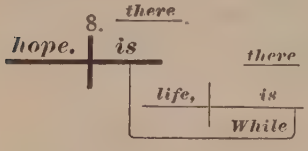
6. I could distinguish the merchant to whom the ship had been consigned.



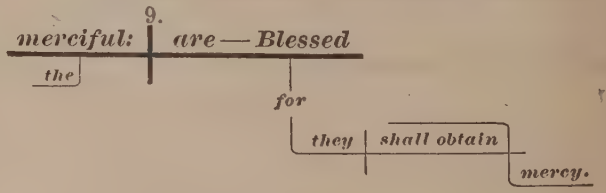
7. However stern he may seem, he is a good man.



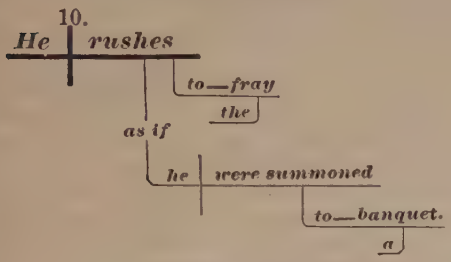
8. While there is life, there is hope.



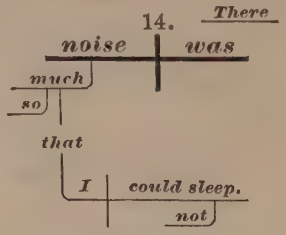
9. Blessed are the merciful: for they shall obtain mercy.



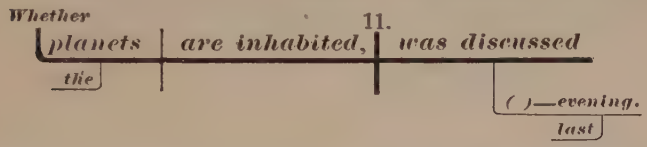
10. He rushes to the fray as if he were summoned to a banquet.



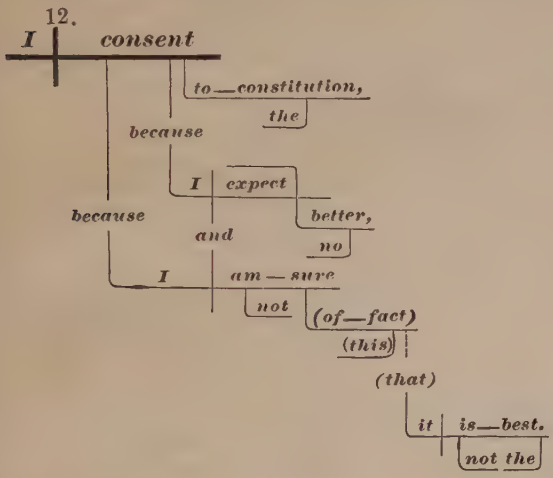
14. There was so much noise that I could not sleep.



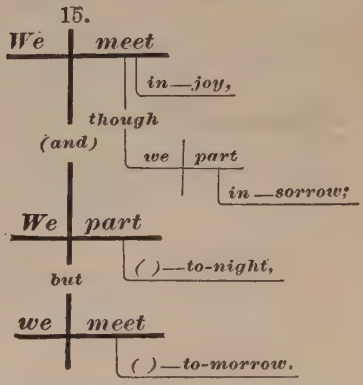
11. Whether the planets are inhabited, was discussed last evening.



12. I consent to the constitution, because I expect no better, and because I am not sure it is not the best.



15. We meet in joy, though we part in sorrow; We part to-night, but we meet to-morrow.

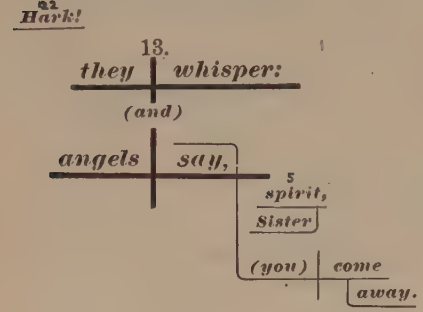


REMARK.—To my mind, interrogative pronouns and interrogative adverbs are not connectives. A substantive clause does not need a connective.

NOTE.—In 1, "*as*" and "*when*" are conjunctive adverbs. In 2, by the first diagram, "*that*" is an introductory conjunction; it introduces the object clause; by the second diagram, "*that*" connects the object clause to the verb "*thought.*" In 3, "*after*" is a conjunctive adverb. In 4, by the second diagram, "*why*" is a connective. In 5, "*wherever*" is a conjunctive adverb; it connects the adverbial clause to "*will have,*" and modifies "*may be.*" In 6, "*whom*" is a relative pronoun; it connects the adjective clause to "*merchant.*" In 7, "*however*" could be considered a subordinate conjunction. In 8, the two "*theres*" are expletive adverbs. In 9, "*are blessed*" *may* be parsed as a passive verb; but, in my judgment, "*blessed*" is a predicate adjective, equals "*happy.*" In 10, I prefer to parse "*as if*" as a subordinate conjunction. In 11, "*whether the planets are inhabited*" is a subject clause; it is introduced by "*whether.*" In 12, "(*that*) *it is not the best,*" to my mind, is a noun clause, and is in apposition with "(*fact*)" or some other word understood. Many teachers consider it an adverbial element modifying the adjective "*sure.*"

Harvey's Grammar, page 221. (Old edition, page 198.)

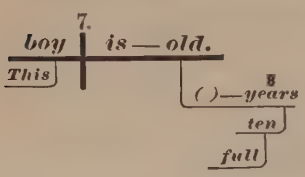
13. Hark! they whisper: angels say, Sister spirit, come away.



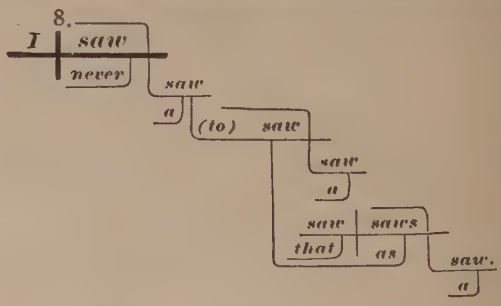
NOTE.—"*What,*" "*ha,*" "*ho,*" "*oh,*" "*ah,*" "*hark,*" "*halloo,*" "*pshaw,*" "*hem,*" "*aha,*" "*alas,*" and "*adieu*" are interjections; they are attendant or independent elements. "*Lochiel,*" "*warden,*" "*woe,*" "*boys,*" "*Yorick,*" "*land,*" and "*spirit*" are nouns in the absolute case. In 8, "*there*" is an expletive adverb. In 13, "*sister spirit, come away*" is an objective element of the third class; "*sister spirit*" is a complex attendant element with the object clause.

Harvey's Grammar, page 228. (Old edition, page 222.)

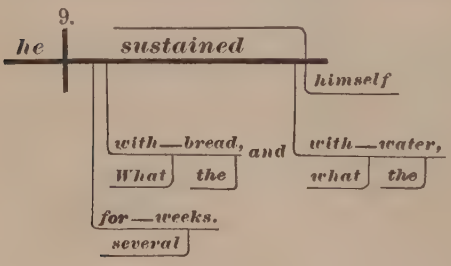
7. This boy is full ten years old.



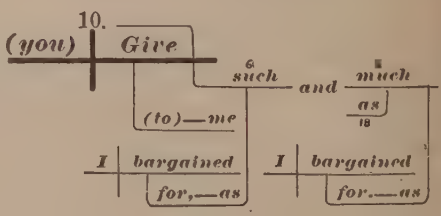
8. I never saw a saw saw a saw as that saw saws a saw.



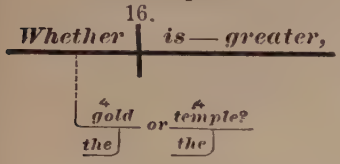
9. What with the bread, and what with the water, he sustained himself for several weeks.



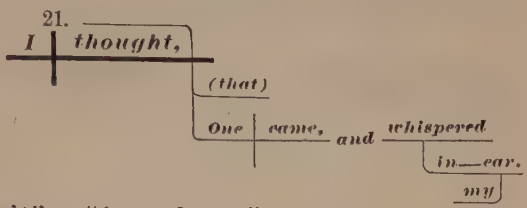
10. Give me such as I bargained for, and as much as I bargained for.



16. Whether is greater, the gold or the temple?

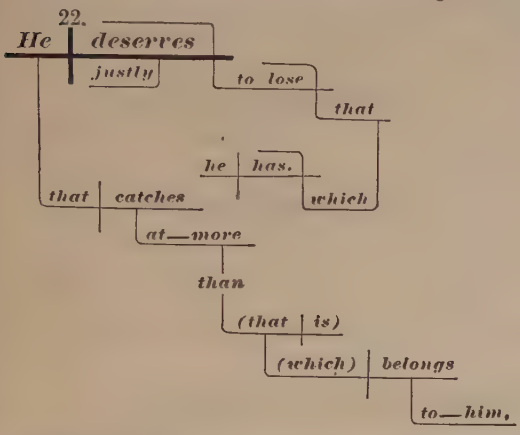


21. One came, methought, and whispered in my ear.



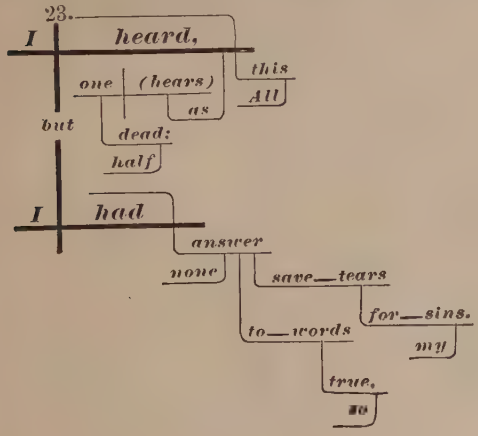
NOTE.—"*Methought*" equals "*I thought*," or "*it seemed to me.*"

22. He that catches at more than belongs to him, justly deserves to lose what he has.

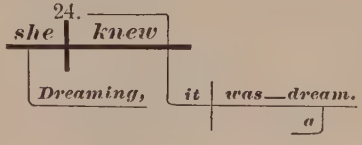


NOTE.—In 1, "*since November*" is a second class adverbial element, modifying the predicate adjective "*ill.*" In 2, "*provided*" is a subordinate conjunction; it connects the adverbial clause to "*will go.*" In 3, "*still*" is a verb. In 4, "*still*" is an adverb. In 6, "*anywhere*" is an adverb modifying "*does live;*" "*in Ohio*" modifies "*anywhere.*" In 9, "*and*" connects the phrases; "*what*" is an adverb, each one modifying its phrase. Some authors consider "*what and what*" the compound basis of the adverbial element. In 10, "*as*" is a relative pronoun. In 11, in my judgment, "*then*" is an introductory conjunction. In 12, "*round*" is an adverb. In 13, "*round*" is a noun. In 15, "*out*" is a predicate adjective. In 16, "*whether*" is an obsolete interrogative pronoun, equals "*which.*" In 17, "*ye*" is in the absolute case by address, and "*saints*" is in apposition with "*ye.*" "*His*" is a possessive pronoun, object of "*of;*" or it is a personal pronoun in the possessive case, limiting some noun understood. In 18, "*except*" is a subordinate conjunction connecting the adverbial clause to "*can come.*" In 19, "*to lie*" is a second class adjective element modifying "*me.*" In 20, "*yet*" is a co-ordinate conjunction connecting the clauses; or supply the conjunction, and parse "*yet*" as an adverb modifying "*do perform.*"

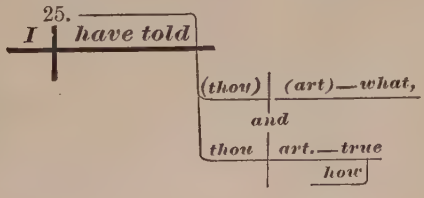
23. All this I heard as one half dead; but answer had I none to words so true, save tears for my sins.



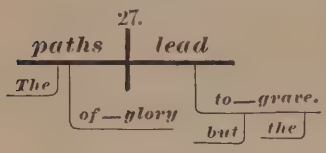
24. Dreaming, she knew it was a dream.



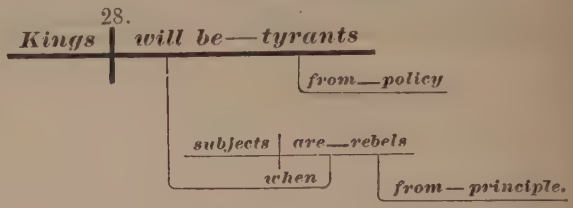
25. I have told what, and how true thou art.



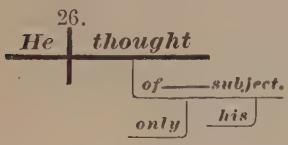
27. The paths of glory lead but to the grave.



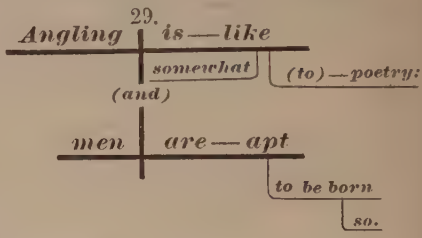
28. Kings will be tyrants from policy when subjects are rebels from principle.



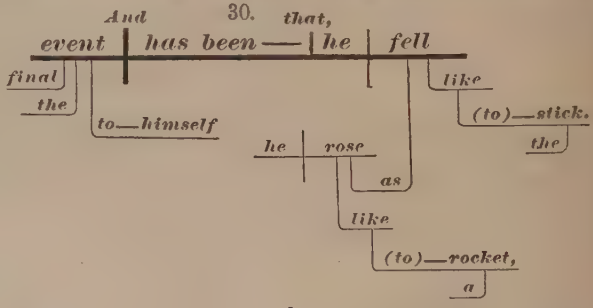
26. He thought only of his subject.



29. Angling is somewhat like poetry: men are apt to be born so.—*Walton.*

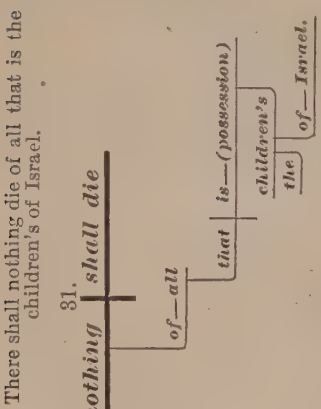


30. And the final event to himself has been that, as he rose like a rocket, he fell like the stick.

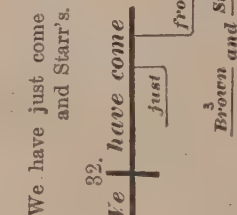


NOTE.—In 26, "*only*" is an adverb; it modifies "*of subject,*" the basis of the phrase. In 27, "*but*" is an adverb modifying "*to grave,*" the basis of the phrase. In 29, "*like*" and "*apt*" are predicate adjectives. In 30, "*And*" is a conjunction introducing the principal proposition; "*that*" introduces the predicate clause; "*like*" and "*like*" are adverbs.

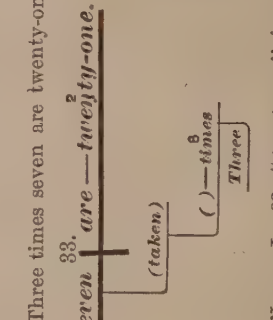
31. There shall nothing die of all that is the children's of Israel.



32. We have just come from Brown and Starr's.

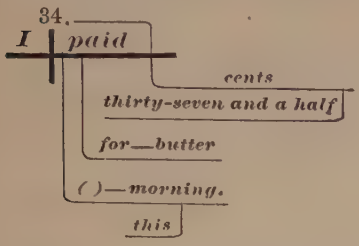


33. Three times seven are twenty-one.

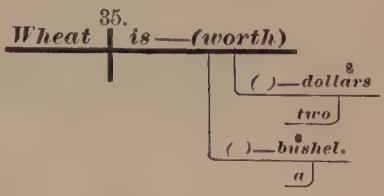


NOTE.—In 33, "*twenty-one*" is an adjective used as a noun; or supply "*units.*" "*Three times seven*" may be diagrammed and parsed as the subject.

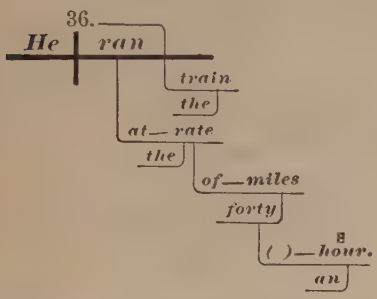
34. I paid thirty-seven and a half cents for butter this morning.



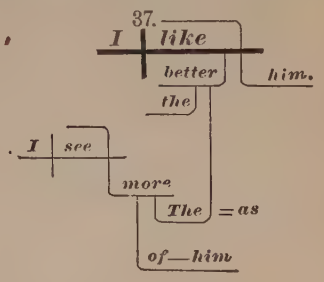
35. Wheat is two dollars a bushel.



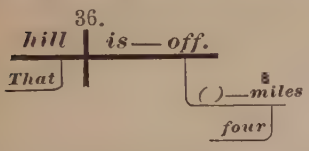
35. He ran the train at the rate of forty miles an hour.



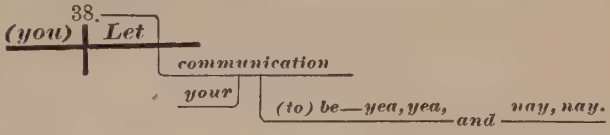
37. The more I see of him the better I like him.



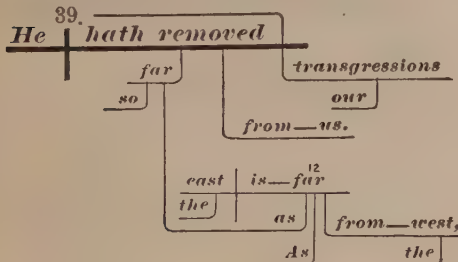
36. (Old ed.) That hill is four miles off.



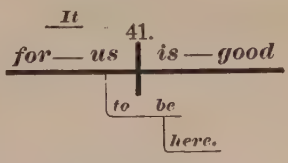
38. Let your communication be yea, yea, and nay, nay.



39. As far as the east is from the west, so far hath He removed our transgressions from us.

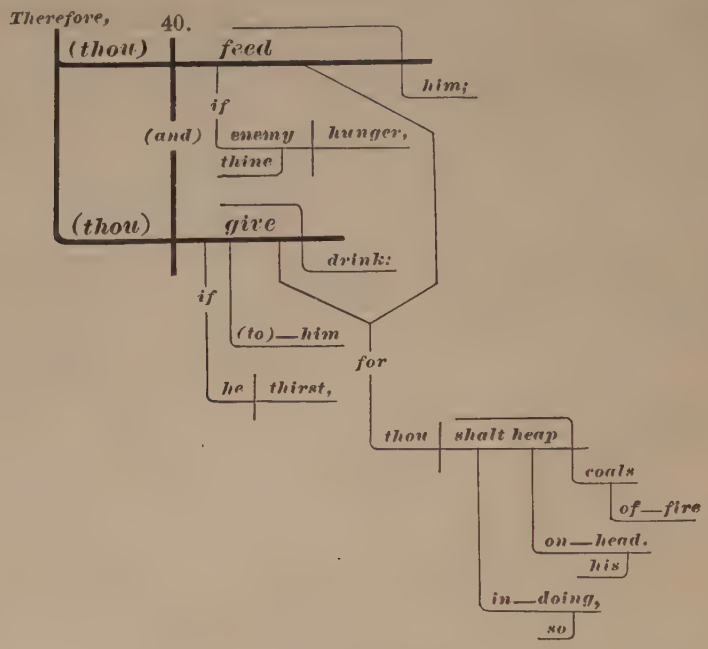


41. It is good for us to be here.

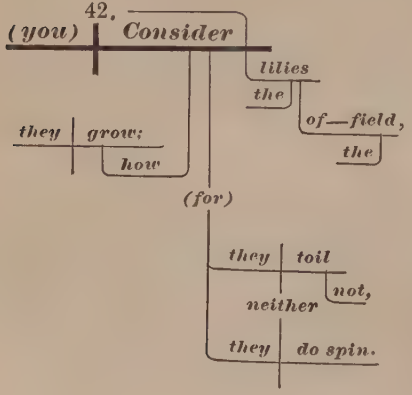


NOTE.—In 34, "*thirty-seven and a half*" is a numeral adjective. In 35, "*is* (*priced*)" or "*is* (*quoted*)" may be considered the predicate. In 36, "*off*" is a predicate adjective. In 37, "*the*" and "*the*" are correlatives in thought; the first "*the*" in the sentence is a conjunctive adverb, equals "*as;*" it modifies "*more*" as an adjective, and connects the third class adverbial element to the adverb "*better.*" The second "*the*" is an adverb of degree, or an intensive adverb; it modifies "*better.*" In 38, the expressions "*yea, yea,*" and "*nay, nay*" should be parsed as nouns; they are objective in the predicate with "(*to*) *be.*" In 41, to my mind, "*for*" is an introductory preposition.

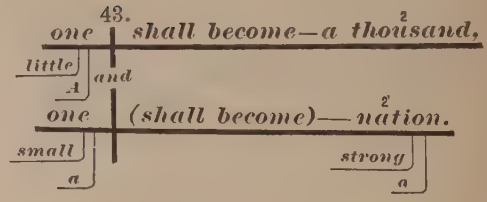
40. Therefore, if thine enemy hunger, feed him; if he thirst, give him drink: for in so doing, thou shalt heap coals of fire on his head.



42. Consider the lilies of the field, how they grow; they toil not, neither do they spin.

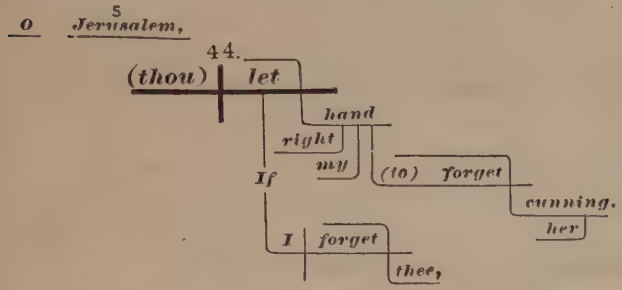


43. A little one shall become a thousand, and a small one a strong nation.

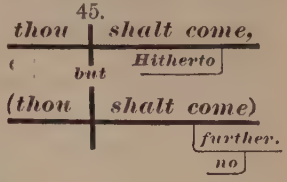


NOTE.—In 40, "*therefore*" is an introductory conjunction; or an adverb modifying "*feed*" and "*give.*" In 43, "*a thousand*" is a numeral adjective; it is used as a noun, nominative case, in the predicate.

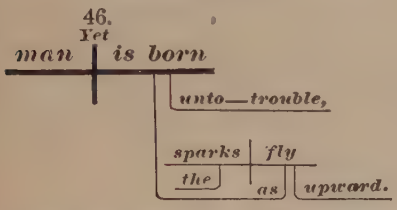
44. If I forget thee, O Jerusalem, let my right hand forget her cunning.



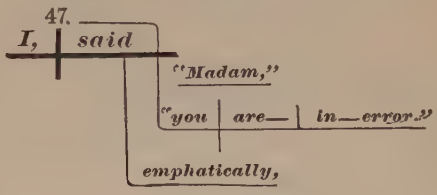
45. Hitherto shalt thou come, but no further.



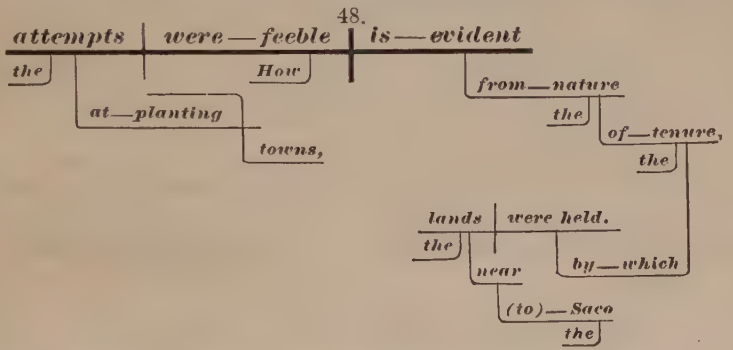
46. Yet man is born unto trouble, as the sparks fly upward.



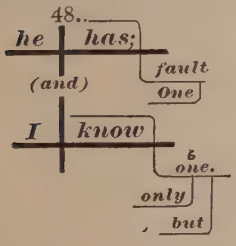
47. "Madam," said I, emphatically, "you are in error."



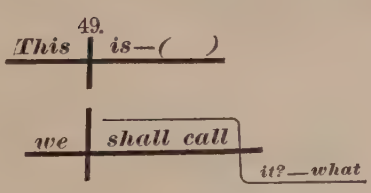
48. How feeble were the attempts at planting towns, is evident from the nature of the tenure by which the lands near the Saco were held.—*Bancroft.*



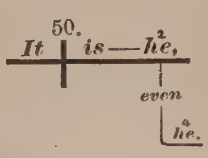
48. (Old ed.) One fault he has; I know but only one.



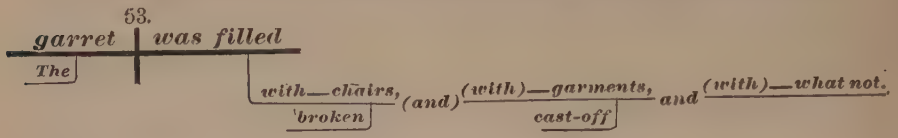
49. This is—what shall we call it?



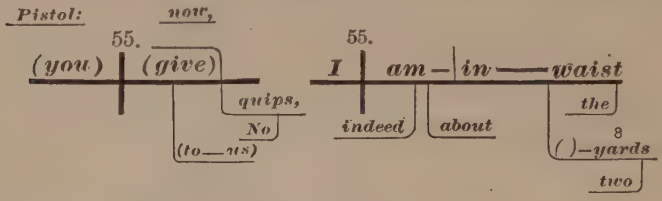
50. It is he, even he.



53. The garret was filled with broken chairs, cast-off garments, and what not.

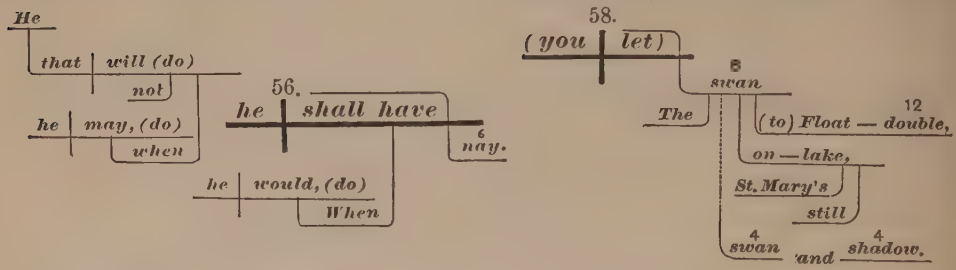


55. No quips, now, Pistol: indeed I am in the waist two yards about.



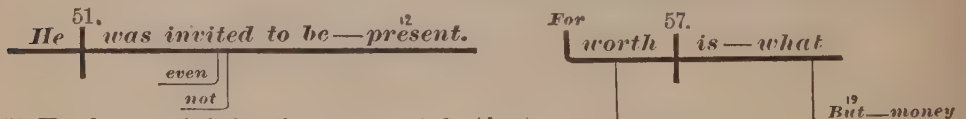
56. He that will not when he may,
When he would, he shall have nay.

58. (Let beeves and homebred kine partake
The sweets of Burn-mill meadow;)
The swan on still St. Mary's lake,
Float double, swan and shadow.—*Wordsworth.*

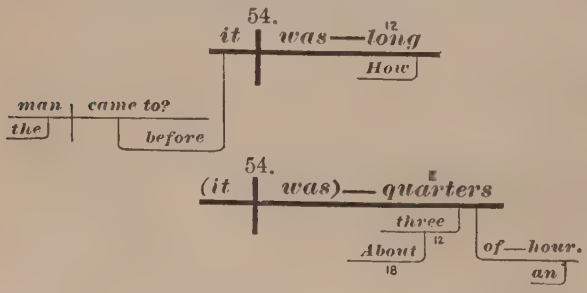


51. He was not even invited to be present.

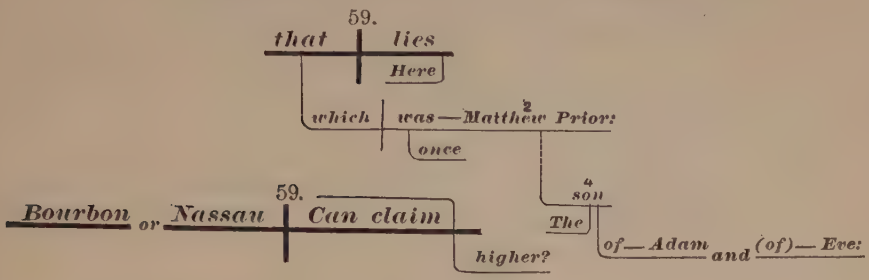
57. For what is worth in anything
But so much money as 'twill bring?—*Butler.*



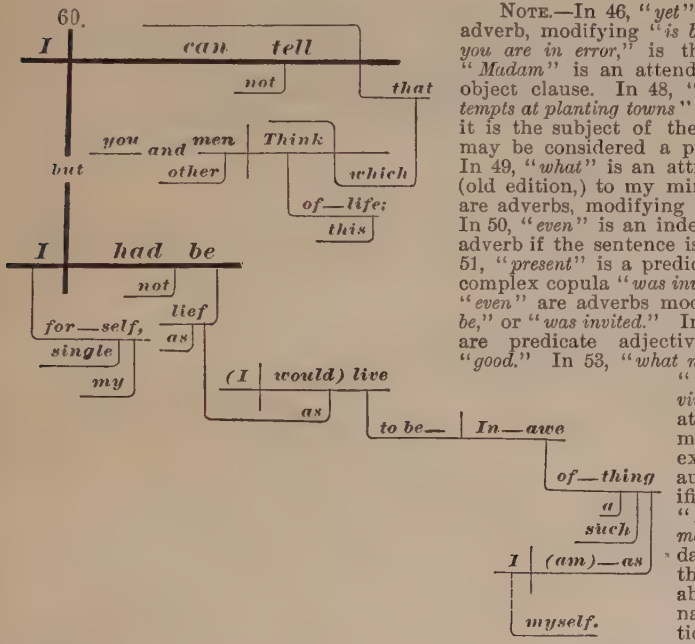
54. How long was it before the man came to?—About three quarters of an hour.



59. Here lies what once was Matthew Prior:
The son of Adam and Eve:
Can Bourbon or Nassau claim higher?—*Matthew Prior.*

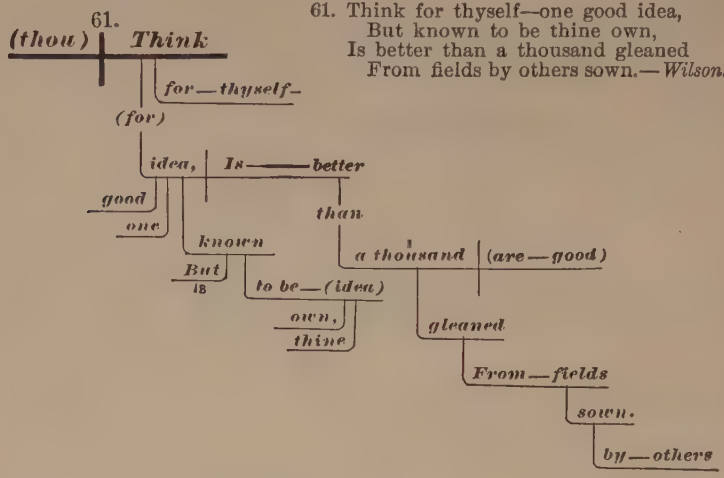


60. I can not tell what you and other men
Think of this life; but for my single self,
I had as lief not be as live to be
In awe of such a thing as I myself.—*Shakespeare.*

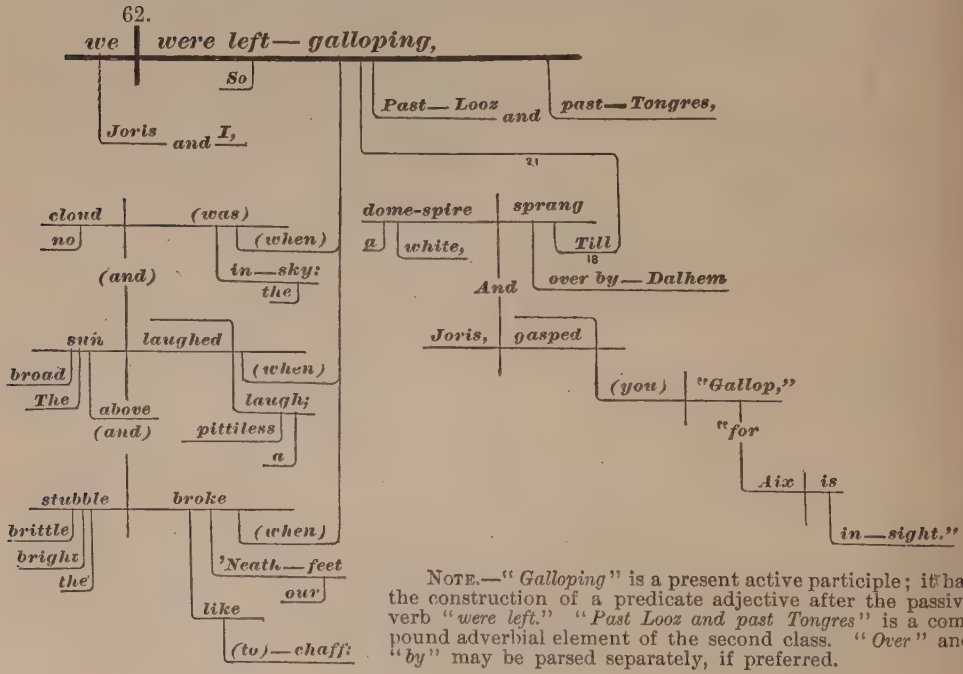


NOTE.—In 46, "*yet*" may be considered an adverb, modifying "*is born.*" In 47, "*Madam, you are in error,*" is the object of "*said;*" "*Madam*" is an attendant element with the object clause. In 48, "*how feeble were the attempts at planting towns*" is a substantive clause; it is the subject of the proposition. "*Near*" may be considered a preposition if preferred. In 49, "*what*" is an attributive object. In 48, (old edition,) to my mind, "*but*" and "*only*" are adverbs, modifying "*one*" as an adjective. In 50, "*even*" is an index of apposition; or an adverb if the sentence is made compound. In 51, "*present*" is a predicate adjective after the complex copula "*was invited to be;*" "*not*" and "*even*" are adverbs modifying "*was invited to be,*" or "*was invited.*" In 52, "*good*" and "*so*" are predicate adjectives; "*now*" modifies "*good.*" In 53, "*what not*" is a noun. In 54, "*came to*" equals "*revived;*" "*before*" is a relative adverb. In 55, in my judgment, "*now*" is an expletive adverb. Some authors consider it a modifier of "*(give).*" In 56, "*He that will not when he may*" is a complex attendant element; "*he*" is the basis, and is in the absolute case by pleonasm. In 56, (old edition,) "*somewhat*" is an adverb; it modifies the predicate adjective "*fond*" understood. In 57, "*as*" is a relative pronoun; some authors consider it a conjunctive adverb. "*For*" is an introductory conjunction, and "*worth*" is a noun. In 58, the context shows that "*swan*" is the object of "*let;*" "*double*" is a predicate adjective after "*(to) float.*" In 59, "*higher*" is an adjective used as a noun; or supply "*lineage.*" Sentence 59 (old edition) is incorrect; "*such*" should be "*very.*" In 60, "*had*" equals "*would,*" and "*be*" equals "*exist;*" "*a*" is a relative pronoun, nominative case in the predicate. In 61, "*a thousand*" is an adjective used as a noun; or supply "*ideas.*"

61. Think for thyself—one good idea,
But known to be thine own,
Is better than a thousand gleaned
From fields by others sown.—*Wilson.*



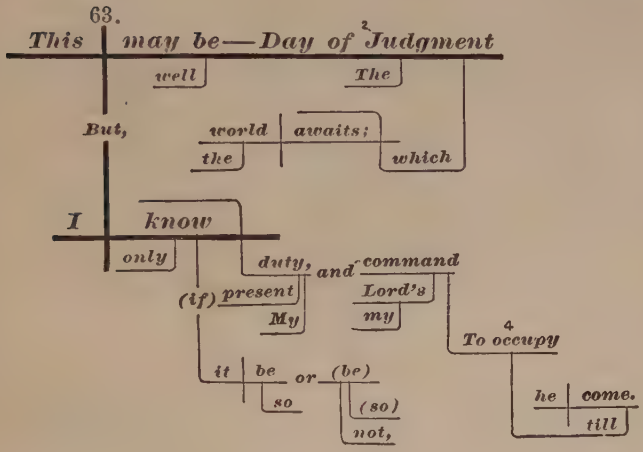
62. So we were left galloping, Joris and I,
Past Looz and past Tongres, no cloud in the sky:
The broad sun above laughed a pitiless laugh;
'Neath our feet broke the brittle bright stubble like chaff;
Till over by Dalhem a dome-spire sprang white,
And "Gallop," gasped Joris, "for Aix is in sight."—*Browning.*

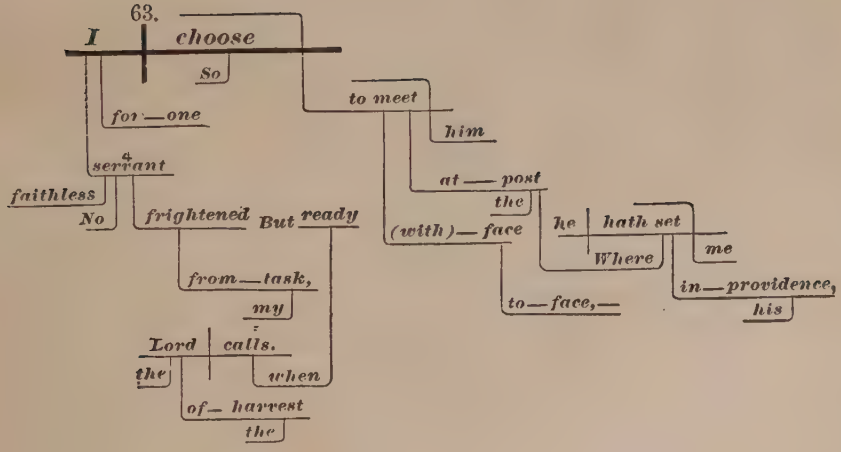


NOTE.—"*Galloping*" is a present active participle; it has the construction of a predicate adjective after the passive verb "*were left.*" "*Past Looz and past Tongres*" is a compound adverbial element of the second class. "*Over*" and "*by*" may be parsed separately, if preferred.

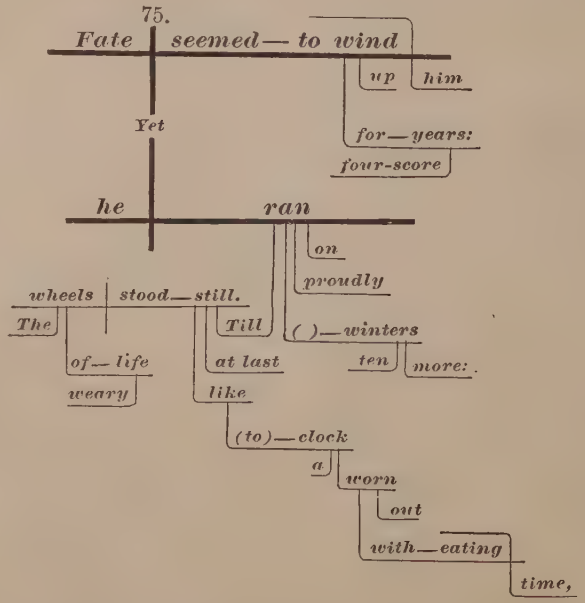
63. This well may be
The Day of Judgment which the world awaits;
But, be it so or not, I only know
My present duty, and my Lord's command
To occupy till he come. So at the post
Where he hath set me in his providence,
I choose for one to meet him face to face,—
No faithless servant frightened from my task,
But ready when the Lord of the harvest calls.

—*Whittier.*

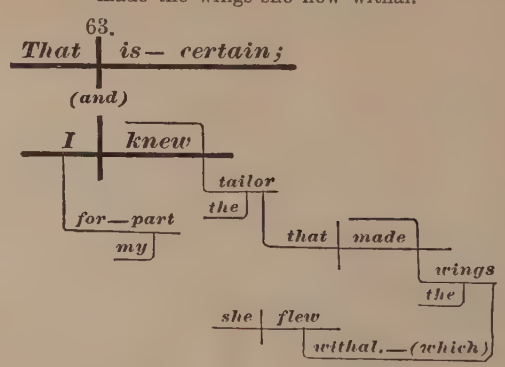




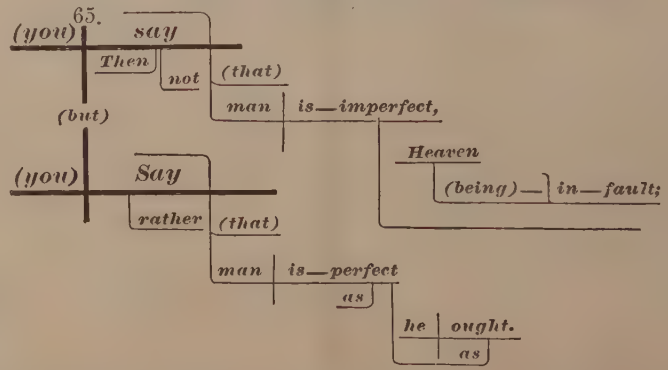
75. (Old edition.)
Fate seemed to wind him up for four-score years:
Yet proudly ran he on ten winters more:
Till like a clock worn out with eating time,
The wheels of weary life at last stood still.—*Dryden.*



63. (Old edition.) That's certain; I for my part knew the tailor that made the wings she flew withal.



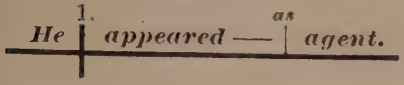
65. (Old edition.) Then say not man's imperfect, Heaven in fault;
Say rather man's as perfect as he ought.—*Pope.*



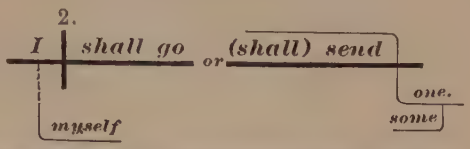
NOTE.—In 63, "*Day of judgment*" is a proper noun; it is nominative case in the predicate after "*may be.*" "*Only*" *may* be considered an adjective belonging to "*duty*" and "*command.*" "*Be it so or not*" is considered an attendant element by some authors. "*So*" and "*so*" may be considered predicate adjectives. In 63, (old edition,) "*Withal*" is a preposition, equals "*with;*" it is nearly obsolete. In 65, (old edition,) "*Heaven* (*being*) *in fault*" is an abridged proposition, modifying "*imperfect.*" "*Heaven*" is in the absolute case with "*(being).*" "*In fault*" is a predicate phrase, equals "*faulty.*" In 71, "*hip*" and "*thigh*" may be considered nouns in apposition with "*Ammon.*" "*On Arnon*" is a second class adjective element; it belongs to "*Aroer.*" "*Unto Minnith*" is a second class adverbial element; it modifies "*hewed.*" In 75, "*winters*" is in the objective case without a governing word; "*still*" is a predicate adjective.

SENTENCES FROM OTHER GRAMMARS.

1. He appeared as agent.

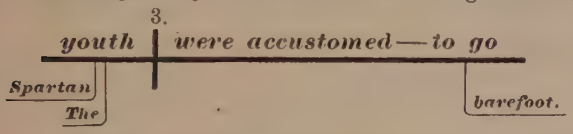


2. I shall go myself or send some one.



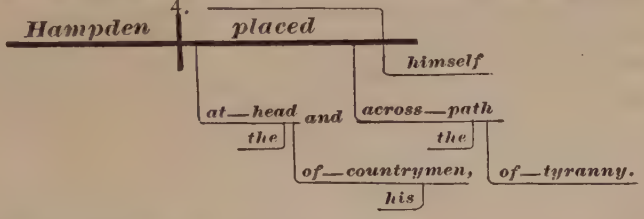
ANALYSIS.—Sentence 2 is a simple declarative sentence with a compound predicate; "*I myself*" is the complex subject; "*I*" is the simple subject, modified by "*myself*," a simple adjective element of the first class of apposition. "*Shall go or (shall) send some one*" is the complex compound predicate; "*shall go or (shall) send*" is the simple compound predicate; "*shall go*," the first member, is unmodified; "*(shall send)*," the second member, is modified by "*some one*," a complex objective element of the first class; "*one*" is the basis modified by "*some*," a simple adjective element of the first class. "*Or*" connects "*shall go*" and "*(shall) send.*"

3. The Spartan youth were accustomed to go barefoot.

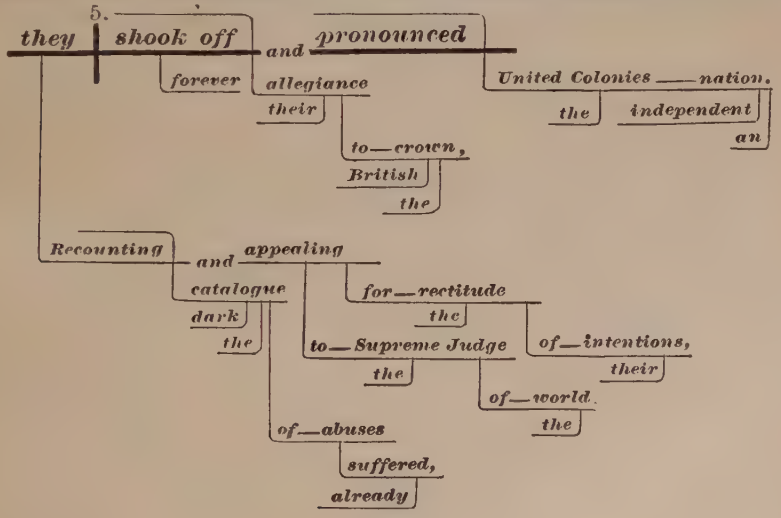


NOTE.—"*As*" is a subordinate introductory conjunction; it introduces the predicate noun "*agent*" as the attribute of the proposition. If agent is put in apposition with "*he*," "*as*" is an index of apposition.

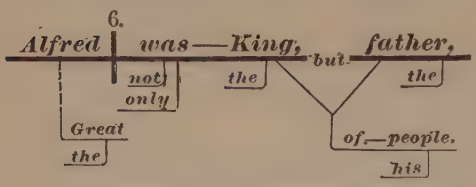
4. Hampden placed himself at the head of his countrymen, and across the path of tyranny.



5. Recounting the dark catalogue of abuses already suffered, and appealing to the Supreme Judge of the world for the rectitude of their intentions, they shook off forever their allegiance to the British crown and pronounced the United Colonies an independent nation.

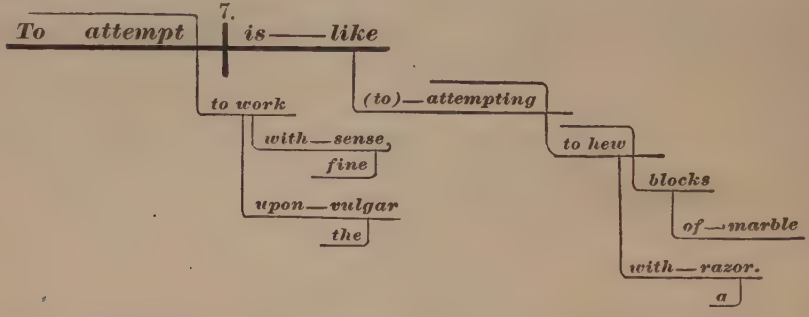


6. Alfred the Great was not only the King, but the father, of his people.

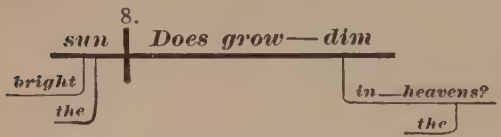


Note.—In 3, "*to go,*" in my judgment, is an infinitive used as a noun in the predicate after the passive verb "*were accustomed.*" "*Barefoot*" is an adverb, and modifies "*to go*" as a verb. In 4, "*at the head of his countrymen, and across the path of tyranny*" is a complex compound adverbial element of the second class of place, and modifies "*placed.*" In 5, "*shook off*" is a compound verb; "*United Colonies*" is the primary object, and "*nation*" is the attributive object of "*pronounced.*"

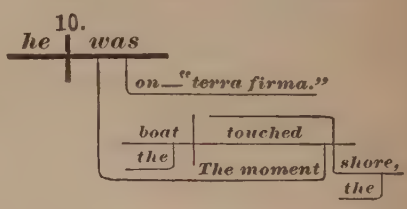
7. To attempt to work upon the vulgar with fine sense, is like attempting to hew blocks of marble with a razor.



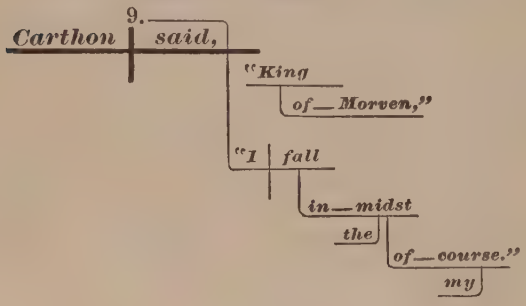
8. Does the bright sun grow dim in the heavens?



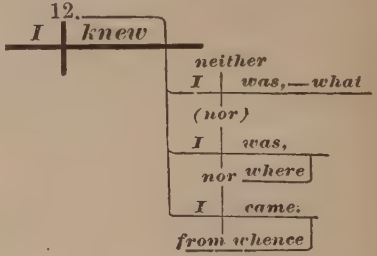
10. The moment the boat touched the shore, he was on "terra firma."



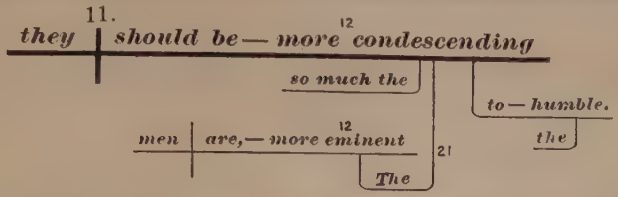
9. "King of Morven," Carthon said, "I fall in the midst of my course."



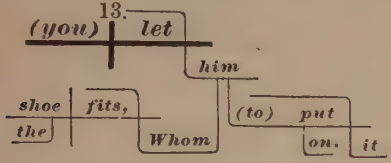
12. I neither knew what I was, where I was, nor from whence I came.



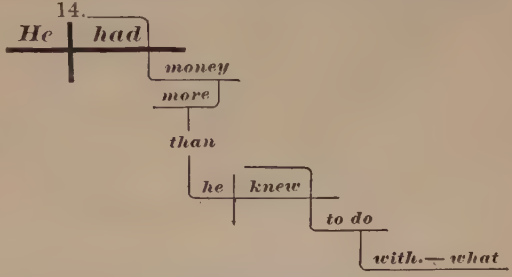
11. The more eminent men are, so much the more condescending they should be to the humble.



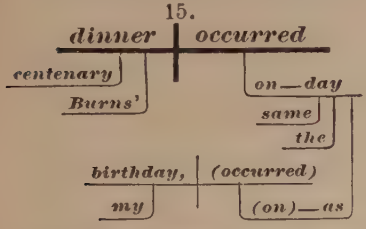
13. Whom the shoe fits, let him put it on.



14. He had more money than he knew what to do with.

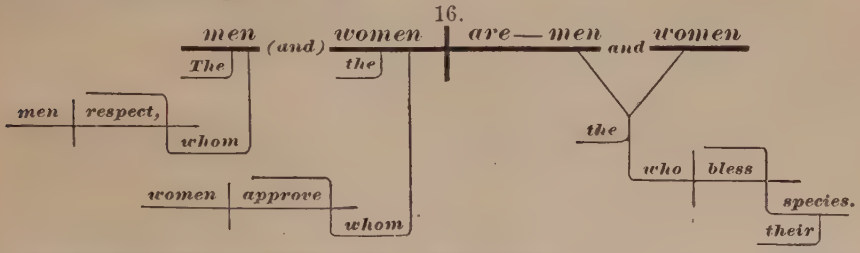


15. Burns' centenary dinner occurred on the same day as my birthday.

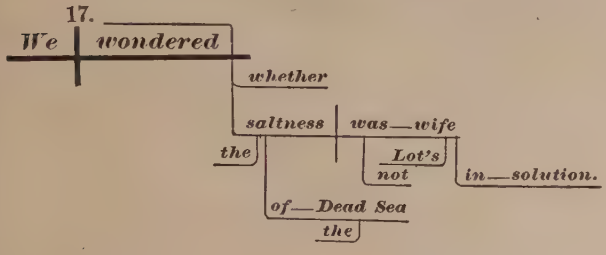


NOTE.—In 7, "*to attempt*," "*to work*," and "*to hew*" are infinitives having the construction of nouns; "*like*" is a predicate adjective. In 8, "*does grow*" is an impure copula; "*dim*" is a predicate adjective. In 9, "*King of Morven*" is an attendant element with the object clause. In 10, "*the moment*" is a conjunctive adverb. In 11, "*the*" and "*so much the*" are correlatives; "*so much the*" is an adverbial phrase, equals "*exceedingly;*" it modifies the adjective "*more condescending.*" "*The*" is a conjunctive adverb, equals "*as;*" it modifies "*more eminent,*" and connects the adverbial clause to "*more condescending.*"

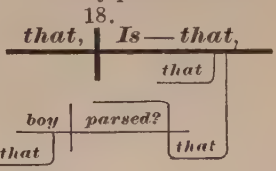
16. The men whom men respect, the women whom women approve are the men and women who bless their species.—*Parton.*



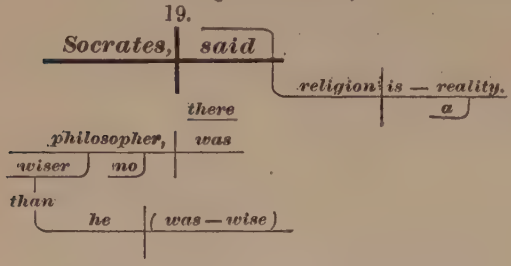
17. We wondered whether the saltness of the Dead Sea was not Lot's wife in solution.—*Curtis.*



18. Is that, that that, that that boy parsed?

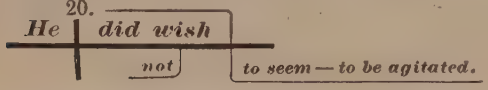


19. Socrates, than whom there was no wiser philosopher, said religion is a reality.

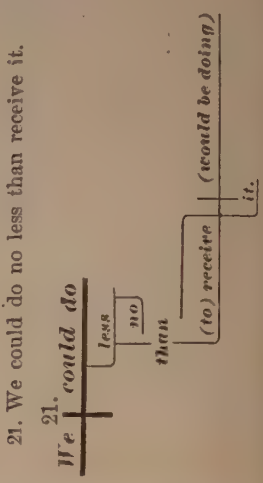


NOTE.—"*Than whom there was no wiser philosopher*" is an attendant element.

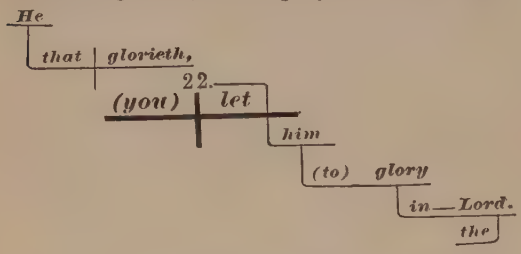
20. He did not wish to seem to be agitated.



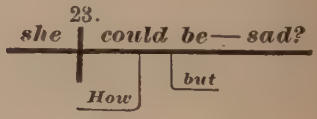
21. We could do no less than receive it.



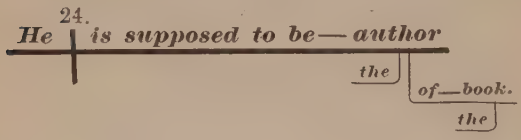
22. He that glorieth, let him glory in the Lord.—*Bible.*



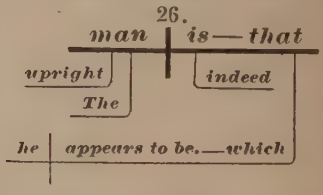
24. How could she but be sad?



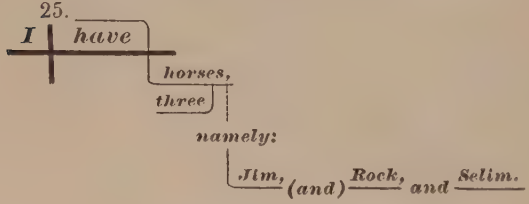
24. He is supposed to be the author of the book.



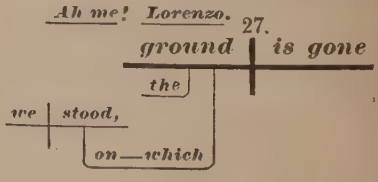
26. The upright man is indeed what he appears to be.



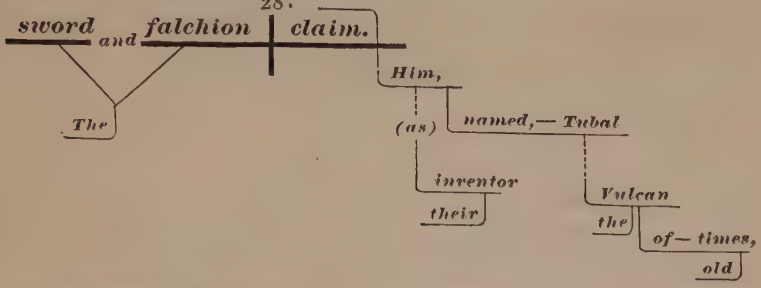
25. I have three horses, namely: Jim, Rock, and Selim.



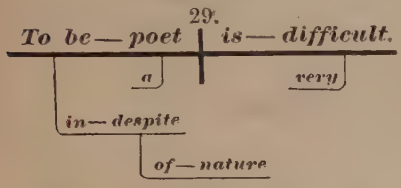
27. Ah me! the ground is gone on which we stood, Lorenzo.



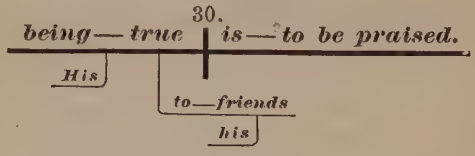
28. Him, Tubal named, the Vulcan of old times,
The sword and falchion their inventor claim.



29. To be a poet in despite of nature is very difficult.



30. His being true to his friends is to be praised.



NOTE.—In 12, "*neither*" and "*nor*" are correlative conjunctions; "*neither*" introduces the compound object clause, and "*nor*" connects the members. In 15, "*as*" is a relative pronoun, equals "*which.*" In 17, "*whether*" is an introductory conjunction; it introduces the object clause. In 19, by a figure of syntax called enallage, "*whom,*" the objective form, is used for "*he.*" In 20, "*to seem to be agitated*" is an abridged expression, and is the object of "*did wish;*" "*to be agitated*" has the construction of a predicate adjective; it belongs to "*he.*" In 22, "*he that glorieth*" is a complex attendant element; "*he*" is in the absolute case by pleonasm. In 23, "*but*" is an adverb, equals "*not.*" In 24, "*author*" is in the nominative case in the predicate, after the complex copula "*is supposed to be.*" In 25, "*namely*" is a subordinate conjunction, used as an index of apposition; "*Jim,*" "*Rock,*" and "*Selim*" are in apposition with "*horses.*" In 26, "*what*" is a double relative, equals "*that which;*" "*that,*" the antecedent part, is a pronominal adjective used as a noun; it is in the nominative case in the predicate of the principal proposition. "*Which,*" the relative part, is a relative pronoun in the nominative case in the predicate of the subordinate proposition, after the complex copula "*appears to be;*" "*which*" is also the connective, connecting the adjective clause to "*that.*" In 27, "*ah me*" is a phrase used as an interjection; it is an attendant element. In 28, "*inventor*" is in the objective case in apposition with "*him;*" "*Tubal*" is in the objective case in the predicate of the abridged proposition, after the participle "*named;*" "*Vulcan*" is in the objective case, in apposition with "*Tubal.*" In 29, "*to be poet,*" the basis of the phrase, is used as a noun, subject of the proposition; "*to be*" is a verb, etc.; it is here used to introduce the substantive or noun phrase "*to be a poet,*" etc.; "*poet*" is in the nominative case in the predicate of the abridged proposition, "*to be a poet in despite of nature.*" "*In despite of nature*" is a complex adverbial element of the second class modifying "*to be.*" In 30, "*being true,*" the basis of the phrase, is used as a noun, subject of the proposition; "*being*" is a present participle, etc.; it is here used to introduce the substantive phrase "*being true,*" etc.; "*true*" is an adjective in the predicate of the abridged proposition. "*To his friends*" is an adverbial element modifying "*true;*" "*his*" is an adjective element of possession, and modifies "*being true.*" "*To be praised*" is used as a predicate adjective, equals "*praiseworthy.*"

SENTENCES TO BE DIAGRAMMED, ANALYZED, AND PARSED.

1. "Truth is the highest ornament of youth."
2. "One to-day is worth two to-morrows."
3. "Sunday is the golden clasp that binds the volume of the week."
4. "Deeds are fruits; words are but leaves."
5. "He who resolves to do right has God on his side."
6. "Sands form the mountain; moments make the year."
7. "Spare moments are the gold-dust of time."
8. "The gloomiest mountain never casts a shadow on both sides at once."
9. "Let your life be like a snow-flake, which leaves a mark, but not a stain."
10. "Thou must be true thyself, if thou the truth wouldst teach;
    It needs the overflow of *heart* to give the lips full speech."
11. It is better to inspire the heart with a noble sentiment than to teach the mind a truth of science.—*Edward Brooks.*
12. Lost, yesterday, somewhere between sunrise and sunset, two golden hours, each set with sixty diamond minutes. No reward is offered, for they are gone forever.—*Horace Mann.*
13. "Count that day lost whose low-descending sun
    Views from thy hand no worthy action done."
14. Moderation is the silken string running through the pearl of all virtues.—*Bishop Hall.*
15. Little minds are tamed and subdued by misfortune, but great minds rise above it.
    —*Washington Irving.*
16. "Your character can not be essentially injured, except by your own acts."
17. A good book is the precious life-blood of a master-spirit, embalmed and treasured up on purpose to a life beyond life.—*John Milton.*
18. Recollect that trifles make perfection, and perfection is no trifle.—*Michael Angelo.*
19. "This life is only the portico of existence."
20. "Live truly, and thy life shall be
    A great and noble creed."
21. "Oh! gold is great, but greater far
    Is heavenly sympathy."
22. More things are wrought by prayer
    Than this world dreams of. Wherefore
    Let thy voice rise like a fountain for me night and day.—*Tennyson.*
23. The diminutive chains of habits are seldom strong enough to be felt until they are too strong to be broken.—*Dr. Johnson.*
24. If you can not on the ocean
    Sail among the swiftest fleet,
    Rocking on the highest billows,
    Laughing at the storms you meet;
    You can stand among the sailors,
    Anchored yet within the bay,
    You can lend a hand to help them,
    As they launch the boats away.—*Mrs. Gates.*
25. "How sweet 't will be at evening
    If you and I can say,
    'Good Shepherd, we've been seeking
    The lambs that went astray;
    Heart-sore and faint with hunger
    We heard them making moan,
    And lo! we come at night-fall
    Bearing them safely home.'"

McGUFFEY'S

REVISED READERS AND SPELLER.

THE POPULAR STANDARD.

CHARACTERISTIC FEATURES:

1. *Adaptation to Modern Methods.*
2. *Careful gradation of the Series, and of each book of the Series.*
3. *Introduction of carefully engraved Script Lessons.*
4. *The most familiar system of Diacritical Marks is brought into consistent use.*
5. *Greater variety of the best Reading Matter than is found in any other series. More than 200 Authors are represented.*
6. *Superior Illustrations.*
7. *Typography, printing, and binding of the best and most durable style.*

PROF. DAVID SWING'S OPINION OF McGUFFEY'S READERS.

Extract from a sermon by Prof. Swing at Chicago Central Church, Chicago, reported for the Chicago Tribune:

"The world is always changing its courses of education. Once its studies were three—Greek, Latin and Mathematics. Of late years it has said: 'Let us have less of dead language, and more of the living tongues; let us have more of chemistry and the applied sciences.' If, therefore, there are no prescribed branches of absolutely unavoidable quality, why not enlarge the study of human life, and lead the young minds all over that kind of action and thought which have made man great and good? When any of you old persons look back at the early education of life, you perceive at once that your best notions did not come by way of the arithmetic or the geography, but from what books of moral and of high purpose may have fallen into your young hands.

"Much as you may have studied the languages or the sciences, that which most affected you was the moral lessons in the series of McGuffey. And yet the reading class was filed out only once a day to read for a few moments, and then we were all sent to our seats to spend two hours in learning how to bound New Hampshire or Connecticut, or how long it would take a greyhound to overtake a fox or a hare if the spring of each was so and so, and the poor fugitive has such and such a start. That was perhaps well, but we have forgotten how to bound Connecticut, and how to solve the equation of the field and thicket; but up out of the far-off years come all the blessed lessons in virtue and righteousness which those reading books taught; and when we now remember how even these moral memories have faded, I can not but wish the teachers had made us bound the States less, and solve fewer puzzles in 'position' and the 'cube root,' and have made us commit to memory all the whole series of the McGuffey Eclectic Readers.

"The memory that does come up from those far away pages is full of the best wisdom of time or of the timeless land. In those books we were indeed led by a schoolmaster from beautiful maxims for children up to the best thoughts of a long line of sages, and poets, and naturalists. There we all first learned the awful weakness of the duel that took away a Hamilton; there we saw the grandeur of the 'Blind Preacher' of William Wirt; there we saw the emptiness of the ambition of Alexander, and there we heard even the infidel say, 'Socrates died like a philosopher, but Jesus Christ like a God.'"

Prof. Swing wrote to the publishers concerning the above tribute to McGuffey's Readers:

"I am willing that any words of mine upon education shall be used anywhere, for the education of the children is the chief end of man.

"All of us older men, who no longer assemble at the school-house, can not but see that the children of this generation are having better buildings, and better teachers, and better books than we enjoyed.

"This Revised Series of McGuffey's Readers is one of the moral wonders and beauties of the age."

VAN ANTWERP, BRAGG & CO., PUBS., CINCINNATI & NEW YORK.

THE ECLECTIC SYSTEM OF

FREEHAND, INDUSTRIAL, AND PERSPECTIVE DRAWING.

This system has been arranged with reference to the following points:

1. Best methods of teaching.
2. Capabilities of the pupils at different ages.
3. Logical order of the exercises.
4. Best educational interests of the pupils.

The special features and advantages of the Eclectic System of Drawing are:

1. The practical and utilitarian character of the work recommends it as an excellent common school system of drawing.
2. The series contains an abundance and variety of material.
   - *a.* Suggestions and rules for design.
   - *b.* Explanations and suggestions for object drawing.
   - *c.* Problems and explanations in mechanical drawing.
   - *d.* Problems and explanations in perspective drawing.
3. Drawing taught by this series is not merely ornamental but *positively useful.*
4. The Eclectic System meets the *real wants of the common schools,* and is not technical. It is intended to *furnish the necessary basis* for special training.
5. No separate *guide books* accompany this system. All *necessary explanations* are given *on the covers* of the drawing and practice books.
6. The explanations accompanying the Eclectic Drawing Books enable any competent teacher to teach the system effectively.
7. *Practice Books* are an important feature of this system.
   - *a.* The best work is secured by a few moments' practice on the lesson before executing the same in the drawing book.
   - *b.* In preparing an original design, it is desirable to make trial sketches in the practice book.
   - *c.* In mechanical, object, and perspective drawing, it is desirable to make the drawings in the practice book first.
8. *a.* The Eclectic System of Drawing is inexpensive.
   b. The books are well made.
   c. The paper has a tint grateful to the eye, takes the pencil well, and is of the best quality. The lines in the drawings are a fine imitation of lead pencil.

DESCRIPTION OF ECLECTIC DRAWING BOOKS.

The Eclectic System of Drawing is complete in nine numbers. No. 1 is preceded by a three months' course in **Slate Exercises,** which are intended to give the pupil some idea of size and form, and some command over the muscles of the hand before commencing the exercises in the book.

Book I.—Twenty Pages.—First School Year. Location of Points, Connection of Points by Vertical, Horizontal, and Oblique Lines. Division of Lines into two equal Parts.

Book II.—Twenty Pages.—Second School Year. Location of Points and Divisions of Lines into two equal Parts. First Lessons in Tinting with Lines.

Book III.—Twenty Pages.—Third School Year. Further Practice on the Divisions given in Book II. First Lessons in Curved Lines.

Book IV.—Twenty Pages.—Fourth School Year. Compound Curves. Leaf Forms Conventionalized.

Book V.—Twenty-four Pages.—Fifth School Year. Freehand Construction of the Octagon and Hexagon. Use of Flower and Leaf Forms.

Book VI.—Twenty-four Pages.—Sixth School Year. Exercises in Original Designs for Surface Decoration. First Lessons in Mechanical Drawing. First Lessons in Perspective.

Book VII.—Twenty-four Pages.—Seventh School Year. Exercises in Design, Mechanical Drawing and Perspective continued. First Lessons in Drawing from the Object.

Book VIII.—Twenty-four Pages.—Eighth School Year. Exercises in Design, Mechanical Drawing, Perspective and Object Drawing continued. Selections from the Grammar of Ornament of Designs for Surface Decoration.

Book IX.—Twenty-four Pages.—Ninth School Year. Exercises in Design, Mechanical Drawing, Perspective and Object Drawing continued. Historic ornament.

For Higher Grades a selected course may be supplemented, based on the training given in these numbers.

VAN ANTWERP, BRAGG & CO., PUBLISHERS, CINCINNATI & NEW YORK.

C0-DZG-391